



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**GOVT. KASTURBA KANYA MAHAVIDYALAYA, GUNA
(M.P.)**

NEAR CHRIST SCHOOL CHOUDHARAN COLONY GUNA
473001

www.mphighereducation.nic.in/gdcguna

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Kasturba Kanya Mahavidyalaya Guna is the oldest and only girls' college in the district headquarters Guna. Established on October 2nd, 1970 by a renowned resident of the city and the President of the district municipal corporation, Advocate Shri Jamna Prasad Jain, in the memory of Mahatma Gandhi's wife, Kasturba Gandhi ji. The college was established and managed by a governing board headed by Shri Jamna Prasad Jain until February 1st, 1984 when the college was taken over by the state government and became a government institute. This happened due to the special efforts of the contemporary district Congress president Pandit Kailash Sharma ji, Shri Motilal Ji Vora (then the Education minister) and Shri Arjun Singh Ji, who was then the Chief Minister. The college remains especially grateful to Shri Digvijay Singh ji who ensured that the college receives the government status and oversaw the process.

Vision

The college is committed to:

- Nurturing and creating women who are equipped to be responsible citizens.
- Helping young women take pride in their culture and heritage while instilling in them a cosmopolitan understanding of the world.
- Creating a sensibility that celebrates diversity in all its joyous vibrancy.
- Sensitising students to become creative citizens who understand the power of knowledge and the responsibility that comes with this power.
- Teaching young people to recognise challenges as opportunities and not limitations.
- Enhancing professional competence and shattering inhibitory glass ceilings or pressures to conform unquestioningly.

Mission

At Govt. Kasturba Kanya Mahavidyalaya, the focus is on optimising intellectual potential, democratic spaces, professionalism with social responsibility, aesthetic and creative expression and an inclusive Humanism. The emphasis is on a liberating and not a domesticating pedagogy.

The stated mission of our institution is to:

- Empower women to assume leadership.

- Develop critical thinkers and concerned citizens.
- Provide a context of learning that enhances professionalism, humanism and social responsibility.
- Contribute new perspectives to the world of knowledge.
- Enhance access and inclusivity in quality education.
- Sustain democratic spaces for creative explorations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The College has its own building and the total area is 1 acre.

Our college is the only Girls college situated in the City of Guna where students from urban and rural background pursue Higher Education.

We have a permanent faculty of 04 with highest qualification (03 Ph.D. and One M.Lib)

Rich library.

Well equipped lab.

A complete office staff which maintains proper records, accounting system as per the accounting Principle and codes.

Sports- Large playground for athletics and other outdoor activities. For indoor games our college has an indore stadium.

Institutional Weakness

The college has only one faculty which is Arts and we need more courses.

We do not have autonomy and as such we cannot make and modification in the syllabus.

We have no power in recruitment and cannot change the personal in case of dissatisfaction.

We are highly restricted in terms of building modification/ extension as we are tied up by Government policies.

Limited financial resources.

Due to limited and restricted financial resources we are unable to expand in innovative schemes and research areas.

Due to limited finances, rural background, the students are forced to engage in domestic activities and at times drop out due to early marriage, and are therefore unable to devote full attention to academic activities.

Limited infrastructure facility.

Vacant post in English, Sanskrit, Political Science, Home Science and History.

We do not have a permanent computer operator

Institutional Opportunity

Our college provides an environment to the students for preparation in competitive exams by providing guidance, counseling and reading materials.

The Vivekanand Career Guidance Cell gives Counseling to students, conducts job-oriented trainings and invites expert lectures.

The college offers various programmes under NSS, personality Development Youth Festival and Sport for the overall personality development of the students.

Institutional Challenge

As the students of our college are mostly from rural background, the challenge of the institution is to groom them to meet the trends and challenges of the global market in the present scenario.

Due to lack of Professional/vocational courses in our college, it is a big challenge to invite the placement companies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has a curriculum designed by Jiwaji University Gwalior for graduate level in accordance with the norms set by the department of Higher Education M.P. In Under Graduate level there is unified syllabus for all the university of the state for which the curriculum is framed by the Central Board of Studies at Bhopal. One Course in the U.G. level is running under the self- financing scheme.

The institution also conducts co-curricular activities like seminars, job oriented programs, training and industrial visits to help and develop the unrevealed potential and skills of the students. Students also participate in University level Youth Festival, Sports, Inter College Tournaments, Annual Function, and NSS Camps. The college has a personality development cell and Vivekanand Career Counseling Cell, which aim at the development of the character, moral values and career guidance for the students.

Teaching-learning and Evaluation

From the year 2012-13 the process of admission has been online by M.P. Higher Education and therefore gives a transparent and fair method of admission. Definite percentage of seats are reserved for Various categories like SC/ST/OBC students. Due weightage in admission is given to outstanding achievers in sports and other curricular activities. Our college initiates innovative methods of teaching, learning and evaluation like group discussion, seminars, OHP, etc which makes learning more interesting and constructive and help to flair up the imagination of the students. The teachers prepare teaching plan and also maintain a work diary on day to day basis. The Faculty members are motivated to participate in various training programme such as women empowerment, accounting etc organization the state government. Teachers readily avail facilities to update their knowledge through book, journals, internet and participating in Conference, seminar, workshops, etc. Evaluation system is performed through CCE, Project work, internship, practical and semester exam.

Research, Innovations and Extension

Faculty members are actively engaged in publishing research papers in national/international journals. College renders peerless services to the society through NSS. NSS carries out various programs such as hygiene awareness, plantation, Beti Bachao etc and they are also recognized for their outstanding activities. To strengthen the support services with regard to placement of students, the career cell is striving hard by guiding students through workshop and counseling.

Infrastructure and Learning Resources

The college has a fairly spacious campus spread over an area of about one acre. There has been tremendous growth both in terms of academic programme and student enrolment putting pressure on the existing infrastructure particularly the building, class rooms and lab.

We have a library comprising of more than 17400 books. We have a computer lab which consists of 4 computer system. Access to the library and computer lab is open to all students and staff. There is a reading room attached to the library for the teacher and students.

We have a fairly adequate sports infrastructure playground and indoor stadium. Our students have shown excellence in their participation at college and university level sports and tournament.

Student Support and Progression

The college provides quality education that imparts knowledge skills, and values created for becoming responsible citizens. Students are given necessary support, guidance and counsel for their overall development and progress. Students appearing for the qualifying examinations from our college pass with a passing rate of around 90%. Scholarship are given to students belonging SC/ST and OBC students. Besides this, various scholarships/grants in the form of Gaon ki Beti Yojna, Pratibha kiran Yojna etc. are provided to the students. Books are issued during the academic session from Book Bank Yojna. Slow learners are supported well to avoid dropout through extra classes. However the progression rate of the students from their graduation to employment is limited as several students opt

for professional course as MBA, PGDCA, etc.

Governance, Leadership and Management

An efficient governance provided by the head of the institution renders a congenial working environment in the college. Under her able and efficient leadership the college is set on the path of excellence and will continue to pursue it. The college believes in participation in management. The broad policies are laid down by the government and the university. For their planned and effective execution, decisions are taken and implemented by the Principal, Staff body and Janbhagidari Samiti.

As for the financial support, the college submits it to the government along with that of the Janbhagidari Samiti.

The Accounts are maintained as per the government rules and are subject to regulars audit by the AGMP, department auditors of the department of Higher Education and Chartered Accountants.

The teaching and non- teaching staff can avail the facilities of medical leave, medical reimbursement, retirement benefits etc. Member of the college can receive loan from GPF and Banks.

Statutory bodies like IQAC, Finance Committee, Administration, Examination, Purchase, Anti-Ragging Committee work directly under the supervision of the Principal and the coordination committee helps in creating a positive and wholesome environment which is the core value of the institution.

Institutional Values and Best Practices

Despite the fact that as a government college, we have to function under a set system and follow traditional style, but at the same time we are aware of the emerging trends, development and challenges in the areas of Higher Education. Traditional courses are becoming irrelevant and as such there is a need to innovate, improve and follow quality enhancement strategies. An effort has been made to start new skill building workshops to encourage self-employment. The college encourages the faculty members to take part in research, seminars and conferences. The NSS helps in youth empowerment and the services they render to the society during these camps, imbibe a sense of social responsibility in them and make them responsible citizens.

Exposing ourselves for external scrutiny is the first step in our efforts for self improvement. At the end of academic session every teacher has to fill in the self-appraisal form which is assessed by the Principal in accordance with the teacher's performance throughout the year.

The self-appraisal form bearing the Principal's remarks is forwarded to the office of the Additional Director. This helps the teacher to appraise himself and identify the areas which require attention and improvement for academic, curricular and extracurricular development.

We have a total commitment of the Janbhagidari Samiti, College Administration, Staff and Students. All are committed to invest required time effort and work with full dedication to achieve the best.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. KASTURBA KANYA MAHAVIDYALAYA, GUNA (M.P.)
Address	Near Christ School Choudharan Colony Guna
City	GUNA
State	Madhya Pradesh
Pin	473001
Website	www.mphighereducation.nic.in/gdcguna

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Satish Chaturvedi	07542-256924	9425618652	-	satishcshakuntal@gmail.com
Principal(in-charge)	Vinita Vijayvargiya	07542-226192	9425133010	-	govtkkmahavidyalaya602@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	02-10-1970

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Madhya Pradesh	Jiwaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-06-1988	View Document
12B of UGC	20-06-1988	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Christ School Choudharan Colony Guna	Urban	0.888	2220

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Higher Education	12	Higher Secondary	Hindi	525	514

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	3	1	0	4
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		1	4	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	514	0	0	0	514
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	37	47	73	126	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	4	3	4	7	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	84	132	172	299	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	45	52	62	82	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		170	234	311	514	

3. Extended Profile

3.1 Program

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

Response: 01	File Description	Document
	Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
311	234	170	182	152

File Description	Document
	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
350	325	300	300	300

File Description	Document
	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
39	64	58	53	23

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	4	4

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	8	8	8

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 7

Number of computers

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
658680	663083	429900	772961	303912

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

In an attempt to both fulfill the broader visionary goals of the institution as well as to concretely impart the prescribed curricula, from the very inception of the collegial programme at the time of their admission and further on at the college and departmental orientations, the students are sensitised to the micro as well as the macro level ramifications and duration-fixed processes of their curriculum of study. They are apprised of the expectation from them of participation and rigorous intellectual engagement with the academically challenging atmosphere of the college. The faculty, on their part, are constantly engaged in a process of self-improvement, at times through participation in institutionalised forms such as university organised orientation and refresher courses that are instrumental in the up-gradation of their pedagogical skills and their knowledge base. Within the college itself, under the guidance and leadership of the Principal, teachers engage in discussions to expand the scope and range of the given curriculum and make it relevant to the diverse body of students. The Principal presides over end of semester meetings with all departments to review the work done in the semester and plan out departmental and college level duties for the coming semester. Staff Council Meetings are another mode used for orienting and organising the teaching body toward a consensual and shared understanding of collegial processes, particularly those aspects that are crucial to curricular operationalisation. Examples of these include the setting of admission criteria for optimising standards of teaching-learning, admission counselling through faculty inputs, formations of committees for various crucial aspects like In-Charge-ship of departments, teacher work allocation, time tables, admissions, attendance, internal assessment, academic affairs, library up-gradation, examinations, department associations, and other such factors of equal importance to the overall better coordination of the teaching term. The students are provided an efficiently worked out timetable. In a new academic calendar, the incoming batch of students is helped by the Principal, faculty and the senior students, through a series of organised orientation programmes that take place in the first couple of weeks of the semester. They are introduced to their curricular modules and the prescribed.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 0

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs

[View Document](#)**1.3 Curriculum Enrichment****1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

The institution is dedicated to the cause of cultivating an ethical attitude in the students to sensitize them about the relevant issues of Gender, Environment and Sustainability and Human Values. The faculty ensures that every lecture has a component of discussion about the burning issues of current affairs that are not only directly related to their curriculum but also relevant to their lives as women and citizens. For example, discussions about gender equality, women empowerment and women employment are held on a regular basis in the classes wherein the students actively contribute their opinions and brainstorm possible solutions. The institution also invites several speakers who illuminate the students with their knowledge in these fields and inspire them to strive towards leading their life with ethical attitudes and environmental sensitivity. Over the last five years, we have seen experts like Dr. L.K. Sharma shedding light on the severity of female foeticide and the need of gender sensitization. Dr. Ashok Dahibhate talked about the importance and relevance of human values since times immemorial. Dr. Sarla Shukla, former principle and faculty, told the students about the significance of adopting green ways of living and how this practice has been an integral part of the Indian culture. Dr. R.K. Vijayvergiya imparted the values of honesty and dedication, not just in words but also in action and reinstated in the minds of our students, the immortal truth of Gita, “*karmanyavaadhikaraste maafaleshukadachana*”, while talking about ethics in work and profession. The institution also invited CA Pankaj Vaishya who talked about the importance of professional ethics.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last

five years

Response: 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 65.77

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
311	234	170	182	152

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
350	325	300	300	300

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 51.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
249	182	126	142	128

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Learning is made more student-centric by various methods of participatory learning by which the students become more active participants than remaining passive listeners in the teaching - learning process. The participatory activities contribute to self-management, knowledge development and skill formation at personal and interpersonal levels.

- Experiential learning is ensured through individual or group projects, hands-on training, on-job training, visit to courts, banks, municipal corporations etc.
- Creativity of the students is kindled through the presentation of a poem, a prose lesson, a short story in the form of a skit or tableau, collection of paper clippings and display on the department notice boards, preparation of models, charts and posters.
- Competitive and Team Spirits are developed through group discussions, debates and panel discussions. Unity and fellowship result from teacher-guided peer-group teaching and learning.
- Analytical and presentation skills are shaped through case study.
- Interest in research is inculcated through paper presentation and publication.
- The classroom being an interactive space, students are expected to contribute their own perspectives to discussions and question established forms of knowledge. Presentations often are collaborative endeavours, with students complementing each other's strengths and learning from peers.

The faculty use creative methods of evaluation to strike the right balance between following norms and yet customising the evaluation process to take into account the differing capabilities and needs of a heterogeneous student body. The aim is to find out how much of a subject has been imbibed, as well the skill sets that a student has acquired.

2.2.2 Student - Full time teacher ratio**Response:** 77.75**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.64**2.2.3.1 Number of differently abled students on rolls****Response:** 2

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

Learning is made more student-centric by various methods of participatory learning by which the students become more active participants than remaining passive listeners in the teaching - learning process. The participatory activities contribute to self-management, knowledge development and skill formation at personal and interpersonal levels.

- Experiential learning is ensured through individual or group projects, hands-on training, on-job training, visit to courts, banks, municipal corporations etc.
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- The classroom being an interactive space, students are expected to contribute their own perspectives to discussions and question established forms of knowledge. Presentations often are collaborative endeavours, with students complementing each other's strengths and learning from peers.

The faculty use creative methods of evaluation to strike the right balance between following norms and yet customising the evaluation process to take into account the differing capabilities and needs of a heterogeneous student body. The aim is to find out how much of a subject has been imbibed, as well the skill sets that a student has acquired.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**Response:** 0**2.3.2.1 Number of teachers using ICT****File Description****Document**

List of teachers (using ICT for teaching)

[View Document](#)**2.3.3 Ratio of students to mentor for academic and stress related issues****Response:** 38.88**2.3.3.1 Number of mentors**

Response: 8

2.3.4 Innovation and creativity in teaching-learning**Response:**

- Department of Home Science adopts recycling as a method to teach the students about various decorative items such as wall hangings and photo frames. They use the waste material generated within the college premises recycling it into objects of decoration and meanwhile learning about sustainable ways of living.
- The Department of Sociology organized walks to local slum areas to make the students aware about the social evils that prevail in the society such as child marriage and illiteracy. The students then carry out projects based on these visits and present their findings.
- Department of Economics planned an excursion to the local vegetable market to demonstrate the dynamic market place forces of demand and supply in real time and also help them understand the economic principles such a marginal utility and types of markets and competitions.
- The Department of English carried out a part of their curriculum through a play from their syllabus.

The Department of History adopted the technique of Screening documentaries based on the topics of the syllabus such as colonialism and world wars to achieve a more engaging session of teaching instead of lectures.

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 50

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 90

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	3	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 27.5

2.4.3.1 Total experience of full-time teachers

Response: 110

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 50

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	1

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 0**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The Department of Higher Education has laid down twelve different methods of Continuous Internal Evaluation since 2008. They are: Mock examination, class teaching, group discussion, seminar, question writing, objective and short answer writing, long answer writing, solving previous years examination papers, report writing and so on. These activities are aimed at strengthening the social and communication skills of the students and also develop a practical knowledge based on the concepts of theory. This is also a long sighted way of building in them the foundation of teaching. The college ensures that these 12 methods are conducted regularly so that holistic development of the students can be achieved.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**Response:**

To ensure rigour in Internal Assessment, teachers upload the attendance records of students on a monthly basis, give additional assignments to the students so that they can improve their writing skills and marks. Regular feedback is given to students individually in the class on their performance. Evaluation goes beyond assigning numerical assessment to students' performance. It involves discussion with regard to expected standards of performance and reasons for the obtained evaluation. Students are encouraged to undertake research projects in each of their theory papers, guided by faculty, to enhance their independent learning and communication skills. Students work on projects beyond the confines of the syllabi, like critical review of literature, analysing a research paper, film/text analysis, designing a research proposal etc. Students are also asked to present their ideas within a given time frame, usually during tutorials that gives them confidence to speak in front of others as well as develop their presentation skills. To maximize

transparency, students and teachers are informed about the reforms of evaluation process through notices and meetings. The IA records are available online for the students to see and point out any discrepancy to the concerned teacher. The IA committee moderates IA marks across departments, in case of need. Students are encouraged to ask teachers about any doubts with regard to their assessment in the classes.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

In all cases of grievances, the college verifies the claim of the student and forwards the application to the university for rectification. The university has a system of both retotaling and revaluation of scripts if the student asks for it. Before sending the Internal Assessment records to the university, marks entered are verified by the college twice. If a student has an issue with the evaluation process, then she can file a complaint with the examination incharge at the college who then forwards it to the concerned offices at the university. The university then has to offer a solution to the student within 15 days to one month. Hence it is ensured that the examination related grievances are dealt with in a transparent and timebound manner.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The college follows the academic calendar set by the department of higher education of Madhya Pradesh. The college also designs an internal timetable of its own to conduct internal assessments, designs the seating plans and appoints invigillators. Multiple written assignments (class/home) are arranged for the students to help them enhance their writing skills, prepare for examinations and improve their performance. Other kinds of creative evaluative strategies, like oral tests, quizzes, objective tests are also used. They are also encouraged to make presentations on their topics to help them hone their presentation skills and confidence.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Learning outcomes

- Providing a total learning experience that integrates the classroom with the world outside
- Seeing things from different perspectives and understanding the complexities and interconnectedness of issues.
- Developing the core intellectual skills of critical thinking and analysis

- Engaging with issues of profound significance for the community.
- Learning to appreciate diversity and having a deeper understanding of one's own culture.

These learning objectives are emergent and are often discussed in the term-end meetings of department faculty with the Principal. Students are spoken to about them in the college. They are at the centre of attention in the choice of teaching-learning methodologies as well as designing extra and co-curricular activities. The vision and mission of college are suggestive of the above mentioned learning outcomes. They are available on the college website.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college follows the university prescribed curriculum and assessment policy. While transacting the curriculum and implementing the assessment directives, the college adopts a blend of conventional and innovative pedagogy to meet the requirements of the students. Regular classes are taken by all teachers to ensure high academic quality and rigour. Attendance rules are strictly adhered to inculcate discipline and regularity amongst students. Besides lecture method, elicitive and collaborative teaching methodologies are adopted to create a participatory and democratic milieu for learning. Field visits, project work and educational excursions give students the practical exposure and help them to apply classroom knowledge to real life settings. Academic growth is facilitated through various talks, workshops, seminars, conferences organised by the departments as well as by college societies. Students are encouraged to read widely and beyond the prescribed reading list of university. To facilitate holistic development of students, the college provides various opportunities to students through department associations and cultural and sports activities. Participation in these forums aid students to develop organisational and social skills, teamwork as well as leadership.

2.6.3 Average pass percentage of Students

Response: 97.5

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 39

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 40

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institution aims at instilling in its students the spirit of questioning and creative thinking, which is the reason why the college encourages its students to undertake independent research projects. While the college does not have an incubation center of its own, the students make full use of the resources available at the college library. The nodal college of the district, Government P.G. College, has its own research centre which extends its facilities to the students of our college interested in pursuing research projects. Along with these initiatives, one of our senior faculty members, Dr. Satish Chandra Chaturvedi is a registered research supervisor with the Jiwaji University under whose guidance a number of students have successfully completed their doctoral research projects and eight more students are currently completing

their doctoral thesis under his guidance. With these efforts made by the college to create an atmosphere conducive to research, the college has sent a proposal contained in the IDP under the RUSA scheme to start a Language Lab and Smart Class Infrastructure.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.25

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

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

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

Response: 1.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

In the last five years, the institution has carried out several extension activities like rallies and volunteer service in the neighbourhood community to raise awareness about social issues:

- Sadbhavna rally
- Rally against alcohol consumption
- AIDS awareness rally
- Literacy rally
- Rally against child marriage and dowry
- Awareness campaign for girl child education
- Beti Bachao, Beti Padhao
- Awareness against sexual abuse
- Rally against domestic violence
- Awareness campaign for population control
- Environment awareness rally

- Awareness rally promoting electoral voting
- Rally against corruption
- Swatchh Bharat Abhiyan

The college has also adopted a local basti called Purani Chhavani near the Budhe Balaji Temple where the students and faculty jointly carry out awareness campaigns about femal health, hygiene and literacy.

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	1

File Description

Document

Number of awards for extension activities in last 5 years

[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 31

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	6	6

File Description

Document

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 62

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
186	121	135	97	100

File Description

Average percentage of students participating in extension activities with Govt. or NGO etc.

Document

[View Document](#)

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Number of Collaborative activities for research, faculty etc.

Document

[View Document](#)

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college only has humanities courses and hence does not require any laboratories. The college has an adequate number of classrooms with ample furniture required to carry out daily lessons. The classrooms are equipped with infrastructure to install projector screens, as and when required. The classrooms are also equipped with a public address system under which communication via microphones and speakers can be carried out smoothly. The faculty of Home Science has a laboratory where students can learn the practical lessons. The library is well-stocked and is frequently used by both students and the staff to broaden their sources of knowledge and carry out research. Computing facilities are adequately available to all students.

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

Response:

The institution has an indoor stadium which was built in 2015-2016 and has been functional since its inception. The indoor stadium is used as the venue for many district-level sports competitions that include table tennis and badminton. The students also practice Judo regularly on the judo mats in the stadium. The stadium is also used as the venue for the annual district-level Youth festival where a series of 22 cultural competitions are held like singing, western dancing, skits, quiz, drama, percussion, debate, elocution, classical dancing, poster making, clay modeling, mimicry, mime, cartooning, painting, rangoli-making and so on. Along with these activities, the indoor stadium is also the venue for regular yoga sessions for students and staff alike.

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

Response: 0

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The college has a functioning library which houses books on all subjects to help the students in their study and research. The most recent expansion of the library was carried out in the year 2018 where books worth Rs. 48,418 were added. The government issues stationery and books to the library to be provided to the students belonging to the Schedules Castes and Scheduled Tribes. In the last five years, books worth Rs. 3,58,307 have been added to the library of the college. While the library is not automated using Integrated Library Management System as of now, the college is preparing a proposal to do so in the near future.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The college is a small college with only one graduation programme offered at graduation level. Hence, the library also houses the books relevant and useful to these requirements. While the library stores a multitude of books on subjects like Economics, History, Sociology, Political Science, Hindi literature, English literature, Computer Science along with a number of reference books and magazines like Pratiyogita darpan and pratiyogita nirdeshika, and newspapers such as rozagr aur nirmaan and rozgaar samachar, the library has no collection of rare books and manuscripts as the curricular needs of the students do not correspond to that. .

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 0.72

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.48418	1.21262	1.25509	0.26489	0.36629

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.17

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 10

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In the last five years the college has added significantly to its IT infrastructure in many ways including the wifi facility. The campus was facilitated with a robust broadband Wireless Internet in the year 2015 and in 2017 installed the Jionet internet infrastructure as per the directives of the Department of Higher Education of Madhya Pradesh. The college takes the safety of its students and its premises as matters of utmost importance and hence, in the year 2017, installed and activated a CCTV surveillance system in the classrooms, corridors, rooftops, grounds and entrance. To keep up with the increasing digitisation of administration, the college purchased three computer, printers and photocopier to help the students with online registration, linking their Aadhaar cards, and a myriad of other formalities that they are required to complete as per the norms. The college has sent proposals to the Department of Higher Education in its IDP under the RUSA scheme to start a Language Lab on campus and install the Smart Class infrastructure.

4.3.2 Student - Computer ratio

Response: 77.75

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 1.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
31550	1490	5345	450	600

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

In order to ensure that every student gets equal opportunity to utilise the resources offered by the college. There is a well established system of using the resources available in college like the library and the laboratory. Every student has to make an entry into the accession register at the library for each visit. There is a separate record of students who issue books from the library and rules are followed for the same. No student can issue the same book for a period longer than 15 days and a delay in returning the issued book leads to a fine per day. The Homescience laboratory is open to all students of Homescience where they conduct practicals under the guidance of the teachers. The sports committee ensures that all equipments are always in a good condition and available to the students at all times. The students can freely practice Judo in the indoor stadium where the judo mats are always arranged for their use. The indoor stadium also has facilities for playing badminton which the students use to the fullest by playing badminton during their free time. There are 20 students who are enrolled in Computer Science and there are four computers which are available to them to polish their practical knowledge.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 70.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
241	160	117	124	106

File Description

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

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 19.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
50	45	30	30	45

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response: Yes****File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years**Response: 0**

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of student placement during the last five years

[View Document](#)**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response: 0**

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college does not have a regular student union as the guidelines of the department of higher education do not direct so. Only in the year 2017-18 the department sent guidelines to elect a student union constituted of 9 students who held several positions namely President, Vice-President and Secretary accompanied by 6 Class Representatives, thereby representing all three batches of the student body. In all other years, despite there being an absence of an organised student council, a group of 8-10 final year students volunteer to form an unofficial council and carry out various responsibilities such as organising cultural festivals, farewell along with helping the college administration in several other activities of college and acting like a link between the student body and college administration.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 3

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The college has not has a designated and functional Alumni Chapter or Cell as the directives to do so only arrived recently from the Department of Higher Education of Madhya Pradesh in the academic year 2017-18. The first alumni meet and greet conference was organized in the college on December 7, 2018. However, most of the recent alumni of the college are still in pursuit of higher education and are yet to achieve their stations in professional lives. While they cannot contribute financially yet, they gave a huge moral boost to the current students by enlightening them about the importance of their graduation experience. They all expressed gratitude to the teaching and non-teaching staff of the college for their constant guidance and support throughout their graduation.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision and Mission

The college is committed to:

- Nurturing and creating women who are equipped to be responsible citizens.
- Helping young women take pride in their culture and heritage while instilling in them a cosmopolitan understanding of the world.
- Creating a sensibility that celebrates diversity in all its joyous vibrancy.
- Sensitising students to become creative citizens who understand the power of knowledge and the responsibility that comes with this power.
- Teaching young people to recognise challenges as opportunities and not limitations.
- Enhancing professional competence and shattering inhibitory glass ceilings or pressures to conform unquestioningly.

At Govt. Kasturba Kanya Mahavidyalaya, the focus is on optimising intellectual potential, democratic spaces, professionalism with social responsibility, aesthetic and creative expression and an inclusive Humanism. The emphasis is on a liberating and not a domesticating pedagogy.

The stated mission of our institution is to:

- Empower women to assume leadership.
- Develop critical thinkers and concerned citizens.
- Provide a context of learning that enhances professionalism, humanism and social responsibility.
- Contribute new perspectives to the world of knowledge.
- Enhance access and inclusivity in quality education.
- Sustain democratic spaces for creative explorations.

6.1.2 The institution practices decentralization and participative management

Response:

The college works through the committee system, all faculty members are conveners and members of various committees and it is through these committees that the

college functions. The various teachers who are in-charge of their respective departments ensure the decentralised working of the college. The membership of faculty

members in the decision-making process acknowledges the role of the faculty in the governance system. Various parts of the day-to-day activities of the college like

time-table making, purchase committee, anti-ragging committee, discipline committee, committee for the matters of sexual harassment, committee for cultural

activities, student union and others carry out the functions of the college under the guidance of the Principal in a decentralised and democratic manner.

6.2 Strategy Development and Deployment**6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution****Response:**

The perspective, strategic plans and deployment decisions of the college are undertaken and implemented by the Jiwaji university and the Department of Higher

Education of the Madhya Pradesh state government. The college accrues funds from the Department of Higher Education to carry out expansion of infrastructure,

maintainance of the college premises and any other development and strategic plans. The college completed the construction of an indoor stadium in the year 2015

under the same process and has sent proposals for construction of three new classrooms, and for the installation of solar energy infrastructure in the campus.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as

grievance redressal mechanism**Response:**

The college is a government institution under the aegis of the Department of Higher Education of the state government of Madhya Pradesh. Hence, the service rules,

procedures and policies of recruitment and promotion, and the grievance redressal mechanism, are defined and implemented as per and according to the directives

of the government. Our institution has no policies of its own in these matters. The institution has various committees under the leadership of the Principal which

manage the day-to-day functions of the college and the administration of the college is carried out by the Principal with the help of these committees who meet

regularly to discuss the activities of the institution.

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The administration of the college is carried out in a decentralised manner with various committees in charge of the different activities and functions of the institution.

All committees such as the time-table committee, admissions committee, examinations committee, the purchase committee, anti-ragging committee, sports

committee, cultural activities committee among others meet regularly to discuss the plans and their implementation to ensure smooth functioning of the college. Along

with these committees, the college also has several cells and student bodies such as the Swami Vivekanand Career Counselling Cell, National Service Scheme

chapter and the Student Union. All these committees meet regularly and effectively conduct the several responsibilities assigned to them

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

The institution, being a government institution, follows the effective welfare measures as listed by the Department of Higher Education, for both teaching and non-

teaching staff. These include provisions such as Medical Leave, Medical reimbursement, Paid child care leave of upto two years, paid maternity and paternity

leaves. Teachers are given the opportunity to attend seminars and conferences. Study leave is granted for the pursuit of higher education and doctorates. Leave is

also granted for undertaking research attached to fellowships. Non-teaching staff is periodically exposed to discussions and presentations on the various aspects

of administrative procedures and protocols. The various sections and departments meet often and are provided training in the soft skills needed for interaction with

students and faculty.

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response:** 0

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has been following Performance Appraisal System for teaching and non-teaching staff according to the norms of department of higher education The

department of higher education has a system of annual increment on 3% and Dearness Allowance is increased once every six months. The criteria for promotion

include research, Confidential report of the teacher's performance submitted by the Principal and forwarded by the Additional Director at the Division level. The college

ensures that the teaching and non-teaching staff get ample opportunities to fulfill the requirements of performance appraisal in the form of research seminars and

capacity building

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audit is conducted annually by CA Pankaj Vaishya, along with the Principal and the Accounts in-charge. External auditors are appointed to audit the

finances of the college by the Department of Higher Education and the office of the Accountants General. The last external audit was held on 31/01/2017. The

Accounts in-charge prepares the financial statements in accordance with applicable laws of India. Their responsibility includes the preparation and presentation of

the financial statements that give a true and fair view and that are free from material misstatement,

whether due to fraud or error. The audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The auditor has certified satisfaction with the audit evidence obtained as being sufficient and appropriate to provide audit opinion.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

Financial matters are dealt with very prudently and cautiously by the college. The financial decision making processes are carried out according to the norms

specified by the Department of Higher Education. This ensures fiscal prudence and probity. Many functionaries are involved in decision-making and there are

innumerable checks and balances at all levels. The Strategies involve preparation of the proposal according to the requirement of the college which is then sent to

the department of higher education who then allocates the required budget under the relevant scheme of the government. The budget is then utilised prudently and an

audit report along with a utilisation Certificate is submitted by the institution to the department of higher education per year.

6.5 Internal Quality Assurance System

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

Response:

The college has many committees with the express purpose of assuring, reviewing and maintaining quality of academic, extra-curricular, administrative and

financial activities. The library committee ensures that the library works smoothly and acquires the latest publications and journals. The academic affairs

committee ensures that the academic ethos and discourse of the college is upheld to honour the principles of equity, excellence, democracy and inclusivity. The

time table committee and the committee that allocates work among the faculty ensure that time and space within the college is utilised optimally and rationally.

The attendance committee and the internal assessment committee ensure that the classes are held with unfailing regularity and the assessments are held

periodically and test the student's understanding, application and creativity. The college also has a steering committee for the purpose of preparing the college for

the accreditation process, and this committee has kept in touch with all the committees and ensured that information is exchanged on a timely basis.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Yes, the Institution has an integrated framework for Quality assurance for academic activities. Quality here refers to the institutional vision of providing excellent higher education to the widest cross section of young women. The institution would like to pursue excellence and ensure quality in such a way that the goals of inclusivity and creativity are never forgotten. All quality assurance mechanisms like the academic affairs committee, the library committee, the planning and development committee, the committee to allocate work, the committee that considers applications for study leave and of course the finance and purchase committee, work within a philosophical framework that seeks to pursue excellence and equitable access. The highest standards of quality are maintained and promoted. The various administrative sections are also constantly part of larger meetings that detail the policies, re-iterate the vision and revisit the mission of the college. The committee system and the multi-level checks and balances and the feedback and general body meetings are the mechanisms through which the quality assurance in administrative and academic activities is operationalised. The Principal reviews the functioning and academic activities of each department. All departments collate the nature of academic work done over the academic year. The

faithful transaction of the University prescribed syllabus is of course the minimum expectation.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post

accreditation quality initiatives (*second and subsequent cycles*)

Response:

The college ensures that improvements are made steadily despite of the small scale of student population and within limited budget. Over the last five years, the college has added dynamically to its infrastructure as well as functioning. In 2015, the college accomplished the construction of an indoor stadium spanning across 6000 sq.ft. and a seating capacity of over 500 people. The indoor stadium has since then been the site for all cultural activities including the annual youth festival and the college farewell. Many of the scholarly talks organised by the college are also held in the indoor stadium. The college also expanded its infrastructure by adding new furniture and improved the collection of books and academic material in the library. In the last five years, the entire process of student admission and examination registration have shifted to the online medium thereby increasing administrative efficiency and reducing the use of paper. As a conscious effort towards improving the quality of student health, the college installed a sanitary napkin vending machine. Air coolers and water coolers have been installed under the student welfare funds to increase the quality of drinking water and the air coolers make the time spent by students in college more comfortable. Apart from this, regular maintenance of college premises in the form of cleaning, whitewash and repairs is carried out periodically in order to ensure that the college grounds do not become the breeding place of diseases. The regular cleaning and maintenance is also aligned with the spirit of the Swachh Bharat Abhiyan.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 0

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

The institution holds regular talks to raise awareness about safety and security, to alert them against vulnerable situations and kinds of harassment. The Sub-Inspector of Police, Ms. Asha Panwar regularly visits the college premises to ensure any kind of support. DSP Ms. Shradhha Joshi and Sub-Inspector Ms. Pooja Guraiyya explained the importance of self-awareness to the students and explained the difference between the various kinds of good and bad touches in both public and private spaces. The institution also holds training programmes in self defense, and conducted a workshop where Ms. Kshitija Kokate trained the students in the basics of Judo. The Nirbhaya Helpline contact number is also displayed at various notice boards in college to make the students aware about reaching out for help. The college also has a small common room where the students can spend their free periods, which has a carom board for their recreation. Some students also like to issue books and magazines from the library and read them in the common room at leisure. While the entire teaching staff is dedicated towards the welfare and development of the students, the female staff members make special effort to ensure that the girls have a safe space and platform to share any problems that they might be facing and the staff offers them suitable counseling and advice.

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 25

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1774

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 7096

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The college is environmentally conscious and takes special measures to ensure cleanliness and promotion of greenery in its premises. Towards this end the college makes efforts to manage the waste produced within its boundaries. The students are made aware about the difference between biodegradable and non-biodegradable waste and the importance of recycling. In order to ensure that the college contributes its share towards the 3R's of environmental conservation, viz. Reduce, Reuse and Recycle, by managing its waste accordingly. The college has put out separate dustbins for waste collection which are marked with

“Biodegradable waste” and “Non-biodegradable waste”. The waste collected in these dustbins is then collected by the local municipal corporation which carries out its disposal and recycling accordingly. The liquid waste produced in college is laid out using a drain pipe which connects to the underground sewer canal of the local municipal corporation. Electronic waste is not generated in the college premises. Following points illustrate the waste management practices of the college:

- Waste management is promoted and practices by the students
- The campus is cleaned regularly by the municipal workers and the students personally clean the classrooms as a goodwill gesture.
- The use of polythene is being consciously reduced.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college is a crusader against wastage of a natural resource as invaluable as water. Our institute firmly believes in the saying “*Jal hi jeevan hai*” and makes

conscious efforts towards water conservation. The students constantly monitor any running taps and any kind of leakage is immediately fixed. While the college does

not have a scientific water harvesting infrastructure, there is a traditional method followed by which we redirect the rain water to the ground to ensure optimum

seepage of the rain water into the ground which has resulted in an increase in the level of ground water table in the area over the years. The plan to install a scientific

rain water harvesting system in the near future is also on the list of priorities of the college.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college promotes the **GO GREEN** Philosophy being followed in the world and the college community tries to imbibe it in their own ways, even if small. The

students are encouraged to use bicycles as their means of transport to the college and as a result some students have started to use bicycles regularly and the

college has aided them by providing them with a bicycle stand with shade. With the growing digitization of admission and examination process, the college has

achieved a reduction in the quantity of paper used. The college community also ensures the greenery of the campus by plantation initiatives on special occasions and

nurturing those saplings till they grow into trees. Many trees on the college grounds are a testimony to this effort of the college community.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: No

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: No

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: No

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 0

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct,

Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The college celebrates all three national festivals, Independence Day, Republic Day and Gandhi Jayanti with great fervour and pride. On Independence Day and

Republic Day, the college ceremoniously hoists the national flag in the presence of all staff members and students. Along with these, the birth anniversaries of

eminent personalities such as Swami Vivekananda, Pandit Jawaharlal Nehru, Atal Bihari Vajpayee, Indira Gandhi, Dr. Sarvapalli Radhakrishnan among others are

observed with reverence. Teacher's Day, which is the birth anniversary of Dr. Radhakrishnan, is a day of special celebration in the college where the students

organize tributes to the teaching staff in the spirit of Dr. Radhakrishnan's thoughts.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The college maintains a robust record of all academic details and financial audits which are available if requested through an RTI petition. The college follows the

financial rules and procedures laid down by the Department of Higher Education of Madhya Pradesh. The recently introduced Cashless system is diligently followed

by the college where all payments including that of fees are carried out digitally and timely reports and bills are submitted. The college also gets its financial

statements audited by a certified Chartered Accountant periodically. All the vendors that the college purchases materials from are paid digitally and mandatorily with their GST identification numbers.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1

1. Title of the Practice:

Encouraging financial independence through skill-building workshops.

1. Objectives of the Practice:

- To develop an understanding of the demographic in the community and build individual skills accordingly.
- To promote a spirit of financial independence with minimum resources and capital.
- To encourage the dignity of labour and promote handicrafts.
- To cultivate a culture of recycling and reusing the waste material generated within the college premises

1. The Context:

Our college is an all girls college located in a third tier town. Almost 40% of our students belong to rural areas and uneducated families. Most of them are first generation graduates in their respective families. The area still faces the problems of discrimination against girl child by not allowing her to pursue higher education and marrying her off early, sometimes even right after school. Out of the girls who somehow manage to pursue a graduate course, some of them are married off before the completion of their course which leads to irregular attendance and in some cases dropping out of the college. This is why the college aims to set realistic targets aiming at this demographic and instead of setting ambitious targets, we decided to provide our students with skills they can easily use in their community meanwhile the social mindset progresses and catches up with the gender equality targets of the country.

1. The Practice:

Short term employment oriented training with the financial aid of Rs. 20,000 provided by the higher education department of the state government. The training and skill building workshop was organized in the college premises for 25 days. We invited Mrs. Tasneem Akhtar, a renowned Mehendi artist of the city who is also registered with the District Industrial Center. The workshop was organized for the students in the second and final year of college and about 50 students participated and completed the training. The training also involved a component of apprenticeship where in a few students accompanied Mrs. Akhtar on

many of her assignments and earned money. These were their first steps towards financial independence. At the end of the workshop about 50% of the participants became proficient in the skill. The practice was unique in the sense that it adopted an extra-curricular activity within a curricular setup to achieve the desired objectives. Indian higher education is currently undergoing a period of reform where the focus is shifting away from purely academic means towards a combination of academics with extra-curricular methods to impart skills and knowledge. With the growing share of the Service sector in the economy, vocational courses are becoming increasingly relevant and an important part of the Indian higher education, and therefore, training the students in an artful vocation such as mehendi was intended towards these very ends. Because of this intelligently crafted approach, no constraints or challenges were faced during the implementation of the practice. In fact, encouraged by the absolutely positive feedback received from the student body after this workshop, another short-term employment oriented workshop was organized in the following year (the current year) in which the students were given training in the cosmetic art, intended to encourage them to open their own salons and parlours in near future, thereby ensuring they achieve financial independence and employment and even generate employment for others.

1. Evidence of Success:

Ever since the workshop, most of these girls have been carrying out their own small mehendi business and have achieved a regular personal income out of it. Encouraged by this success, the students of the succeeding batches urged the Principal to continue this workshop, and as a result the students who have learned from Mrs. Akhtar, started training their juniors which not only cultivated in them the art but also fostered a strong communal spirit in the student body. Based on this chain model, a lot of students are now trained in the art of mehendi and are earning regularly, thereby striking a balance between their academic and financial pursuits. The results of this workshop turned out to be quite far-ranging as the student community used this art to spread awareness in the community. Since mehendi is a common art among all the social classes in the area, the students planned to make it a medium of communication and used its designs to spread awareness about female foeticide, gender equality, and even about the importance of voting during the recent state assembly elections. These results successfully indicated that the approach of setting small-scale goals was useful and yielded the desired outcomes. It also laid the foundation of promoting awareness about various social issues of the demographic through a medium that did not require reading and writing on their part, which is suitable for an audience composed mainly of rural, uneducated people.

1. Problems Encountered and Resources required:

No problems were encountered in the implementation of the practice. As for the resources, the funds were provided by the Department of Higher Education of the State Government. The stationery was sourced from the market and the raw mehendi was donated by Mrs. Tasneem Akhtar herself as a heartfelt donation to the cause.

Best Practice 2

1. Title of the Practice:

Promoting women health awareness and menstrual hygiene.

1. Objectives of the Practice:

- To create awareness about various health problems faced by women of reproductive age.
- To educate the students about the importance of adopting menstrual hygiene methods and the repercussions otherwise.
- To create awareness among the women of a local rural community called Purani Chhavni that has been adopted by the college community, to encourage the practice of menstrual hygiene among the women of the area.
- To sensitize the students about the benefits and importance of breastfeeding as a part of the activities conducted by the NSS chapter of the college under the Breastfeeding Week

1. The Context:

Since the college is located in a third tier town, awareness about issues like reproductive health is bleak. Menstruation is a huge taboo in the society and any discussion in the household about menstrual hygiene is refrained from and frowned upon. Our college being an all-girls college, we take it as a responsibility to open conversations about female reproductive health and menstrual hygiene, and efforts have been taken to ensure that the communal spirit in the college gives its students a platform to openly discuss and address their doubts about menstrual health and hygiene with the help of trained gynecologists. Use of hygienic sanitary napkins instead of cloth rags, abolishing the myths around menstruation and sensitizing the young women students about reproductive health were some of the primary targets towards which this best practice was targeted.

1. The Practice:

In September 2017, under the Student Welfare scheme, the college requested for funds to install a sanitary napkin vending machine in the college premises. The teachers conducted short sessions with the students to educate them about the importance of adopting proper sanitary napkins and urged them to stop using dirty rags or cloth. A formal talk was organized by the college where Dr. Aaradhana Vijayvergiya, one of the prominent and oldest practicing gynecologists of the area was invited to explain the various problems unhygienic menstrual practice can cause in the female body and the repercussions that follow. Dr. Vijayvergiya also spoke to them about the importance of breastfeeding and its several benefits. Sister Thomas of the Government District Hospital also delivered a talk on the issues of reproductive health and the importance of proper nutrition. She told the students about deficiency diseases like Anemia which women of reproductive age are prone to. She emphasized upon the benefits of good nutrition and the role it plays in maintaining a healthy Body Mass Index (BMI).

The practice is highly relevant as menstrual hygiene is a huge taboo in the society and is one of the issues which require frequent conversation and discussion around it. While the students study about reproductive health at secondary school level, it is not taught openly and as a result many doubts and myths about menstruation are left behind in the minds of the students. Hence, there is an urgent need to initiate awareness about it. This was also indicated by the movie Padman in 2018, when the college had been celebrating a successful year of this practice.

Due to a combined effort by the faculty members and significant initiative shown by the students, no constraints were faced while implementing this best practice.

1. Evidence of Success:

While it took some time for the students to change the traditional methods of menstrual hygiene, they

gradually adopted the hygienic methods and the sanitary napkin vending machine came to be used regularly by the girls, who get the napkin at a very subsidized rate of Rs. 2 per napkin.

In September 2018, the college conducted a health testing camp with the help of the district Women and Child Development (WCD) department and Piyush Pathology, a private pathological lab, volunteered to give their services free of charge as a philanthropic gesture by the owner Mr. Vikas Jat. The students were tested for the haemoglobin levels in their blood to indicate whether anyone had Anemia. Out of the 150 students who were tested, 19 were reported to be anemic. These students were then given Iron and Folic acid tablets by the WCD. The BMI of the students was also calculated on the same day and they were advised nutrition accordingly.

1. Problems encountered and resources required:

No notable problems were encountered during the implementation of the practice. The funds for the vending machine and sanitary napkins were received from the state government and the blood testing was arranged free of charge by Piyush Pathology as a philanthropic initiative. The nutritive tablets were provided by the district department of Women and Child Development.

1. Notes – awareness about prevention from sexual harassment:

In the last year, India saw a huge virtual movement called “MeToo” which was carried out by women on social networking sites and digital media. It brought to the fore the dark reality of sexual harassment and abuse at workplaces and homes alike. In order to alert our students about the ways of sexual harassment, the college organized a talk led by Mrs. Asha Panwar, Sub Inspector of Police at the district headquarters. Mrs. Panwar very intelligently taught the girls the difference between “bad touch” and “good touch” and explained to them the ways in which a person can violate their personal space. She also spoke about the subtle forms of abuse which are commonly ignored. Inspector Panwar told the girls about the various legal provisions that can help them protect themselves and also gave the students her personal number along with several helpline numbers which they can access 24x7. Principal Dr. Vinita Vijayvergiya explained to the students the importance of consent and assured them that they can approach the college principal and administration anytime about any incident of abuse they experience.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Our college is an all girls’ college located in a third tier town. Almost 40% of our students belong to rural areas and uneducated families. Most of them are first generation graduates in their respective families. The area still faces the problems of discrimination against girl child by not allowing her to pursue higher education and marrying her off early, sometimes even right after school. Out of the girls who somehow manage to pursue a graduate course, some of them are married off before the completion of their course which leads to irregular attendance and in some cases dropping out of the college. This is why the college aims to set realistic targets aiming at this demographic and instead of setting ambitious targets, we decided

to provide our students with skills they can easily use in their community meanwhile the social mindset progresses and catches up with the gender equality targets of the country. Hence, the one area wherein the college dedicates its efforts is that of helping the girls to become financially independent. The area where the college is located is still relatively backward, with a few girls pursuing post graduate studies. Most of the girls of this area are married at the age of 18, and the rest after college. Hence, the college has strived to make these women financially independent by giving them vocational training in skills that are of marketable use in the area. In the last few years, the college has organized training workshops in soft toy making, mehendi art, cosmetic art. The college also plans to organize similar vocational workshops in the fields of culinary art, embroidery, textile art and so on. Since most of the students live in rural or semi-urban areas at best, these skills have proven to help them start their own entrepreneurial ventures and become financially secure on their own. These vocations have proved to be immensely successful as some students who completed the cosmetic art workshop held this year have already started practicing it themselves by conducting their own small-scale businesses and becoming financially independent.

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5. CONCLUSION

Additional Information :

The future plans of our institution include development of infrastructure and facilities. Towards this end the college has signed MOUs with the World Bank under its IDP scheme to built solar energy infrastructure in the college. The college has also prepared proposals for the introduction of the Smart Class infrastructure and for building a Language Lab. We also plan to make our library fully automated for which we will send a proposal in future. Other plans include installing a scientific rainwater harvesting system, building a storage facility, providing more computers, and the reconstruction of the playground to support athletics and sports such as running, high jump, long jump etc.

Concluding Remarks :

We take pride in submitting the SSR prepared by the IQAC. Government Kasturba Kanya Mahavidyalaya is the only women's college in a semi-urban district and focuses on the needs of this demographic before setting out to aspire for greater ambitions. We strive to increase the number of women pursuing higher education which we have successfully achieved with a greater number of admissions every consecutive year. To build confidence and character in young women is one of our main targets along with our commitment to achieve the highest levels of excellence and quality assurance in all systems and processes, academic and non-academic. The College's quality aspect extends to ensuring and enhancing the quality of students through enriched curriculum by providing knowledge, wisdom, and character to the students. The College is aware of its social responsibility and is engaged with local communities and marginal sections of society for capacity building to bring them into the mainstream. The College also aims to achieve real progress on ground level by training the students in various skills which they could use to make themselves self-employed in the rural and semi-urban context of the area. Over the time as the average professional and intellectual level of the demographic increases with more first generation gradates, the college will strive towards achieving more ambitious targets. SSR for accreditation (1st Cycle) has been collectively prepared based on input from IQAC at all levels, and gracious contribution from the teaching and non-teaching staff, keeping in mind our target to equip students with the best education and infrastructure, to help them achieve nothing but the best in life. Government Kasturba Kanya Mahavidyalaya is committed to the overall development of students through theoretical, experiential learning experiences, providing opportunities for research, and entrepreneurship, thereby contributing to the growth of nation and society.