



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

J. B. SHAH GIRLS (P.G.) COLLEGE, JHUNJHUNU

MANDAWA MOD, JHUNJHUNU

333001

www.jbshahcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION

J B Shah Girls (PG) College, Jhunjhunu has inherited its unique legacy from great visionaries and philanthropists such as Shri Madan Lal Shah Education Society.

In 1982, the College was established with graduation course in Arts and later progressed and started Master's Degree in Arts in 1989 under the aegis of The Shri Madan Lal Shah Education Society. The College further progressed under the leadership of these visionaries and especially visionaries from the Shah family who took the College to new heights. The college progressed leaps and bounds in the coming years and has served the society at large at a time when higher education was limited to a privileged few especially in the Shekhawati region which comprises Sikar, Jhunjhunu and Churu Districts of Rajasthan.

The college provides UG and PG courses in Science, Commerce and Arts along with professional courses like under the affiliation of PDDUS University, Sikar.

Today the College has been transformed with state of the art infrastructure, be it our Smart Classroom, Science Laboratories, Computer Labs. This ensures students get the best of both worlds, Theory as well as Practical. Special emphasis is laid on Teaching Methodologies which has evolved from Traditional Lecturing method to Student Centric Methodology where Lecturers approaching students as Mentors rather than teachers. The college is proud to have a lush green campus with a very soothing environment conducive to peaceful learning, which includes a Garden and an Auditorium with cutting edge technologies. The college has left no stone unturned to develop its Library (with around 24829 books) and made it digitally accessible to the students. It has separate Boys and Girls reading rooms. Excellent separate hostel for girls and boys. College has a fully fledged Training and Placement Cell and student Counseling Cell which ensures students can pursue a career of their interest.

The entire campus is Wi-Fi enabled with seamless Fiber Optic network. Apart from academics the College can boast of facilities like a huge Smt. Malti Devi Shah Memorial Girls Hostel, Sports Grounds, Girls rest room and a plethora of extracurricular activities.

Vision

Vision

To see an India where man and nature can harmoniously co-exist, where equality, justice and understanding are nurtured to evolve rational thinking and compassionate hearts. Our vision believes in a better world and better tomorrow.

“Shiksha, Surksha & Sanskar” is the motto of our College which has established in 1982 as first Girls College on District Head quarter “Shiksha, Surksha & Sanskar”

It is impressive that we are contributing in women empowerment era.

To provide effective and student centric education

To create a productive learning environment and promote quality education with research aptitude in the thrust areas.

To create a sustainable education environment.

To enhance regional and social relevance and aspire to be known as an institution where academics are combined with a holistic approach to quality education.

Mission

Mission

To provide quality education to the student through holistic value based and progressive education and to produce youth that can make their family, college and nation feel proud of.

To provide equal opportunities for the encouragement of potential.

To shape vulnerable young minds with moral and human values.

To instil integrity, discipline, perseverance and confidence through a propitious teaching learning environment.

To produce self reliant responsible citizens.

To transform attitudes, values and priorities by changing mindsets rejuvenating our learners and infusing positive energy to take on the challenges of life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Heritage

It is one of the oldest Colleges in the state of Rajasthan. The College has the distinction of providing quality and holistic education to people for more than 42 years.

Faculties

The College has a total of 29 teaching faculty in which 22 faculties with Ph.D. NET, SET and SLET. One unique point here is the teachers are empathetic and the focus is on the students.

Infrastructure

The College has:

1. 07 laboratories.
2. 02 ICT enabled classrooms
3. Green Garden

1. 2 Smart classrooms
2. Indoor Games Facilities
3. Yoga Room
4. Sports Grounds
5. Medical Room
6. Girls Hostels
7. Cafeteria

Library

1. The College Library covers $45 \times 25 = 1125$ Sq. feet area.
2. Having about 24829 Books.
3. Library Management Software
4. Subscription of e-journals and N-List.

Training Program for faculties

The College organises Seminars, Workshops and Faculty Development programs regularly.

University Merits

College is well known for its merits secured year after year at university level. College has secured 04 Merits since the session 2023 Arts and Postgraduate class has secured the maximum merits with 09 students.

Student Development Cell

College has Training and Placement Cell with a full time coordinator appointed for the same. The cell provides placement opportunities for placement and is in constant touch with organisations for placements, internship and training. Apart from this the cell provides various training to students such as soft skills, Personality Development, Pre Placement etc.

NSS, Scouts and Guides

The College has one unit of NSS intake of 100.

The College has a Scouts and Guides squad.

Institutional Weakness

Institutional Weakness

College is located in Mandawa Mod, District head quarter in Jhunjhunu. The Mandawa Mod is surrounded by educational area Coaching Centre, Poss area villages all over it. More than 85% students are from Hindi

medium Schools, another point is all of them are from farming background. English Language poses a major challenge especially Spoken English

Lack of adequate supporting staff

Lack of advance and new age technological equipments for Differently abled students

Transport and connectivity for students from faraway villages. There is no direct connectivity, students have to change buses and sometimes more than two buses to reach the college

Research courses not available

Institutional Opportunity

Institutional Opportunity

Geographical Advantages

The College is located in the heart of Jhunjhunu City, College is well connected with good roads on all four directions and public transport in each direction, so reaching College from far away is easy. This gives a good opportunity to get students admission from faraway places

Employment opportunities

Being a unique and best College, in the whole of Shekhawati (Jhunjhunu, Sikar and Churu districts) companies are attracted to the college. This can be utilised for the students of college and gives them this opportunity

Faculty opportunities

College regularly organizes Faculty Training sessions based on their and market needs to keep them updated and hone up their contemporary skills.

A large of the Faculties are Ph.D holders, so students can get all information on pursuing Ph.D and many of the faculties are qualified and approved guides also.

Brand Name:

J B Shah Girls College is a very strong and familiar brand in the entire Shekhawati region. It holds a brand value as no

other college can. This gives the college a big hand to convey messages to the masses. The brand name is second to none and holds a very strong value. This helps in getting students, good faculties from even outside Rajasthan as they are pulled by the Brand Name.

Certificate Programs

College has cashed on this opportunity as such courses can be run without any affiliation. College is already running short term Certificate Programs in Science, Commerce as well as arts. There is a lot of scope to keep on updating these courses in designing new ones.

Library

College has a huge library with more than twenty eight thousand books. College believes there is still a lot of scope to increase books, new subscriptions etc. to further enrich the Library

Institutional Challenge

Institutional Challenge

Teaching the students from rural backgrounds is a challenging ask for Lecturers, a lot of adjustment are needed to make students understand the concepts

To keep lecturers abreast with the latest technological advances used in education, although college has been providing training.

Many students coming from rural areas are not connected with Social Media due to various constraints

Rural students are also from agricultural backgrounds. Students have to work in the farms after they reach home from college. Students cannot fully focus on studies as they get less time to study which has a negative impact on college results

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our College History is old 42 Years we pursue the student moral value by Help the pepole of society . with this purpose we have NSS Unit ,Field work, Work with experment through with them we call a campanging near by the village of our distric and many area in city for awear the clean city healty life, contempory aspects like GST, Government Policies, Save Water and Electricity. in our Curricular Aspects we organise Nukad Natak, Rally, Poster Quiz, Debate, Qusetationer, wall painting and with culture event we gave a massege to the society

Shiksha , Surkasha and Sanskar.

Teaching-learning and Evaluation

a teacher have a great place in the society. JBSC staff believies in the emonational efficative co realation between the student and teacher. on that way our teacher attand the lecturer series, seminar due to the learing process. they manage thaier classes with student in a practical social and efficitive manner by uses the teaching method like probelam solving, Filed work,life experinces, creative wey off learning etc.

Research, Innovations and Extension

JBSC College belive in the innovation and extension to the work. they used innovative and new ideas in the teaching method their envolment with the student like a holy family realationship. they extened and share their ideas with the student with a hope to built a storng special youth era of the nation.

Infrastructure and Learning Resources

Infrastructure and Learning Resources are proper and enough in the JBSC College that established in 1982. Here is fully airy and cool enviroment with proper infrastructre. Learning Resourses visual audio also in proper way.

Student Support and Progression

JBSC staff and students bonding is really admirable. Our students growing up in academic, sports, to aware the people about social contemporary issues, hygine enviroment of city, clean and healthy life of pepole. JBSC Students twon the Gold Medal on the academic level and also in sports.

Governance, Leadership and Management

Goverance, Leaderhip and Management from the Principal to the Management is really effective. Team work is the aim of this combo. (Goverance, Leaderhip and Management)

Parental behave with students is the identification of college.

Institutional Values and Best Practices

Institution believes in safty, education and moral values to the everyone. on that the college have identification not only the stage of state level but also on the national level. 42 years college beleives in Siksha, Surksha and Sanskar and till now in the social media era also have a combination of technology and cultural.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	J. B. SHAH GIRLS (P.G.) COLLEGE, JHUNJHUNU
Address	Mandawa Mod, Jhunjhunu
City	JHUNJHUNU
State	Rajasthan
Pin	333001
Website	www.jbshahcollege.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Rajasthan	Shekhawati University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-09-1989	View Document
12B of UGC	06-10-1998	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mandawa Mod, Jhunjhunu	Urban	9.95	4730

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,Department Of Arts,ENGLISH LITERATURE HINDI LITERATURE POL.SCIENCE HISTORY PSYCHOLOGY ECONOMIC	36	Senior Secondary Pass	English + Hindi	540	280

	URDU GEO GRAPHY					
UG	BCom,Depart ment Of Co mmerce,ABS T EAFM B ADM	36	Senior Secondary Pass	English + Hindi	360	34
UG	BSc,Departm ent Of Scienc e,PHYSICS MATHEMA TICS CHEMISTR Y ZOOLOGY BOTANY	36	Senior Secondary Pass	English + Hindi	360	94
PG	MA,Pg Department Of Arts,PSY CHOLOGY	24	UG PASS	English + Hindi	80	19
PG	MA,Pg Department Of Arts,English	24	UG PASS	English + Hindi	80	14
PG	MA,Pg Department Of Arts,Geog raphy	24	UG PASS	English + Hindi	80	39
PG	MA,Pg Department Of Arts,POLI TICAL SCIENCE	24	UG PASS	English + Hindi	120	18
PG	MA,Pg Department Of Arts,HIST ORY	24	UG PASS	English + Hindi	80	16

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	6	16	0	22
Yet to Recruit	0				0				0			

Non-Teaching 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						17
Recruited	11		6		0	17
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				2
Recruited	0	0	0	0
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	12	0	17
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	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	408	0	0	0	408
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	106	0	0	0	106
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	56	67	64	67	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	11	8	4	3	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	482	443	436	375	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	82	85	68	67	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	5	4	2	2	
	Others	0	0	0	0	
Total		636	607	574	514	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>J B Shah Girls (P.G.) College in Jhunjhunu, Rajasthan, is currently affiliated with Pandit Deendayal Upadhyaya Shekhawati University in Sikar. The college follows the curriculum and guidelines set by the university and the Rajasthan government. It is actively implementing the rules from the National Education Policy 2020. To support students' overall growth, the college offers a flexible, interdisciplinary curriculum. It focuses on additional courses, internships, and skill-building programs to help students get the most out of their education. Students are encouraged to take courses from various departments and join online courses through platforms like SWAYAM and NPTEL to enhance their learning. Overall, the college is dedicated to applying NEP 2020 guidelines to improve students' life skills.</p>
2. Academic bank of credits (ABC):	<p>To provide students with mobility and academic flexibility, the National Education Policy 2020 introduces the Academic Bank of Credit (ABC) concept. Pandit Deendayal Upadhyaya Shekhawati University in Sikar and the Government of Rajasthan are currently directing all institutions in the state to encourage students to create accounts on DigiLocker and register on the Academic Bank of Credit portal at www.abc.gov.in as soon as possible. The institution plans to add a page to its website where students can easily register on DigiLocker and the ABC portal.</p>
3. Skill development:	<p>J B Shah Girls (P.G.) College in Jhunjhunu, Rajasthan, is affiliated with Pandit Deendayal Upadhyaya Shekhawati University in Sikar. The college follows and implements the curriculum and guidelines set by the university. Under the choice-based credit system (CBCS), the college offers various skill development courses aligned with the university's curriculum. The career counseling cell also supports students by organizing guest lectures and specialized workshops for skill development. In line with the National Education Policy 2020, the college aims to enhance students' skills by encouraging them to take courses that improve their technical, vocational, and soft skills, which are essential for their careers. The college plans to establish a skill development and training cell with faculty members from specialized areas to help students select relevant skill development courses</p>

	<p>that meet industry needs. During their undergraduate studies, students will be encouraged to participate in skill development courses offered as MOOCs through platforms like SWAYAM and NPTEL, as well as obtain certifications in various fields to boost their employability. The college will also sign Memoranda of Understanding (MoUs) with government and corporate agencies to provide students with training in essential life skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The preservation and promotion of India's cultural wealth to protect the nation's identity are given high priority in the National Education Policy 2020. This requires appropriate integration of the Indian Knowledge System, such as promoting local language, art, and culture. At J.B.Shah Girls (P.G.) College, Jhunjhunu (Raj.) students from all districts of the state are taking value-based education. Such diverse student backgrounds help them know and understand each other's art and culture. The institution, through its societies such as NSS etc., and through cultural events organized throughout the year, provides an opportunity for students to perform their own cultural activities and ensures student's learning of the diverse art and cultures of India. All-important national and state days and festivals are celebrated by the institution in high spirits. To make students understand the subjects in a better way, teachers are encouraged to teach them in a language they understand easily. The students are also encouraged to share their thoughts and ideas in the language in which they feel most comfortable. The institution offers Hindi, Sanskrit, and English as core and elective subjects. To generate interest among the students towards our culture and ancient languages, the students are taken on exposure visits to nearby places of art and culture to make them understand their cultural heritage and traditional languages. Efforts will be made to encourage teachers and students to make use of modern-day technology tools such as artificial intelligence and online sources to protect and promote local language and culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education (OBE) is an ongoing process that focuses on improving curriculum, teaching strategies, and assessment methods. The National Education Policy (NEP) 2020 emphasizes OBE by measuring student performance at various levels. The college's choice-based credit system</p>

	<p>(CBCS) aligns with this objective, clearly outlining learning outcomes, evaluation methods, and resources for each course. Programme outcomes (POs) and course outcomes (COs) are available on the college website to inform students about the benefits of their courses. The Internal Quality Assurance Cell (IQAC) gathers feedback from students and faculty to address any shortcomings. With the implementation of NEP 2020, it is anticipated that Pandit Deendayal Upadhyaya Shekhawati University will restructure its curriculum for OBE. Many faculty members are involved in curriculum development and contribute valuable insights to create an effective learning framework. The college is committed to implementing the university's curriculum and will develop mechanisms for continuous student performance assessment. Faculty will be encouraged to participate in evaluations, and their feedback will inform future improvements. The college will also ensure the effective implementation of NEP 2020 measures, such as internships, value-added courses, project-based learning, and fieldwork, to enhance OBE for students.</p>
<p>6. Distance education/online education:</p>	<p>The shift to online instruction during the COVID-19 pandemic led faculty members to adopt various online teaching tools, such as Google Meet, WhatsApp, and Zoom, to reach students in remote areas. This practice continues, with each department maintaining active student groups for regular communication, enhancing the teaching and learning process. Under the National Education Policy (NEP) 2020, these online initiatives will be further strengthened. Students will be encouraged to use online resources for additional certifications and quality educational materials. The Internal Quality Assurance Cell (IQAC) will monitor student enrollment and progress in value-added courses and work on developing an institutional learning management system. Faculty will also be encouraged to create and contribute to MOOCs.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been</p>	<p>Yes, JBSG College constituted Electoral Literacy</p>
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set up in the College?	Club (ELC).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	JBSG College constituted Electoral Literacy Club (ELC) with involvement of student volunteers and staff coordinators. This club is functional and consists of 09 active student executive committee members, Campus ambassador, mentor and a nodal officer.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC of JBSG College regularly coordinating the voter awareness campaigns to spread the awareness about the voting to young minds to strengthen our democracy. Also our ELC, every year Celebrates Voters Day in the objective of increase the eligible voter's through new voter enrolment. Along with these activities, with the help of our college NSS units ELC creates electoral awareness events in adopted villages.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC of JBSG College along with NSS units, we have conducted awareness drives like rally for creation of awareness on voting to common public. It aims to avoid cash for voting; maintaining confidentiality of voting, explained that voting is fundamental rights for a citizen in adopted villages.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC constantly creates awareness events and different types of competitions for students especially in I Year B.A./B.Sc./B.Com students those who are considered as new voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
514	574	607	636	687

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 69

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
22	23	23	24	23

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
97.98	88.58	51.06	27.28	127.40

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution ensures effective curriculum planning and delivery through a structured approach that includes a well-documented process. Key components of this approach are:

Academic Calendar

- **Timeline Structure:** The academic calendar outlines the entire academic year, including start and end dates, holidays, and examination periods.
- **Planning Tool:** It serves as a roadmap for scheduling classes, assessments, and events, helping both educators and students manage their time effectively.

Continuous Internal Assessment (CIA)

- **Ongoing Evaluation:** CIA involves regular assessments such as quizzes, assignments, and projects rather than relying solely on high-stakes exams.
- **Feedback Mechanism:** This continuous feedback helps identify student strengths and weaknesses, allowing for timely interventions and personalized support.
- **Promoting Engagement:** By assessing students regularly, the institution encourages active learning and keeps students engaged throughout the academic year.

Documentation Process

- **Clear Guidelines:** A documented process provides clear guidelines for curriculum delivery, ensuring consistency and alignment with educational goals.
- **Stakeholder Involvement:** Involvement of teachers, students, and administrators in the planning process promotes transparency and shared responsibility.

Conclusion

This comprehensive approach to curriculum planning and delivery not only enhances educational effectiveness but also supports student learning and development, ultimately leading to better academic outcomes.

1.2 Academic Flexibility

1.2.1

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

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Integrating crosscutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum is essential for holistic education. This approach prepares students to navigate complex societal challenges while promoting social responsibility.

Professional Ethics

Incorporating professional ethics into the curriculum equips students with the tools to make informed decisions in their careers. Through case studies and discussions on ethical dilemmas, students learn the importance of integrity and accountability in fields like business and healthcare. This foundation fosters not only professional competence but also a strong moral compass.

Gender Issues

Addressing gender issues is vital for promoting equality and challenging stereotypes. Educational institutions can include discussions on gender roles, biases, and diversity. By analyzing contemporary issues like the gender pay gap and encouraging collaborative projects among all genders, students learn the importance of advocating for gender equality, becoming future agents of change.

Human Values

Human values such as respect, empathy, and kindness are crucial for building cohesive societies. By incorporating these values into subjects like literature and social studies, students develop a sense of social responsibility. Activities such as community service allow students to practice kindness and empathy, fostering a supportive environment.

Environmental Awareness

With climate change and environmental degradation pressing issues, integrating environmental awareness is essential. Schools can teach sustainability and responsible resource management through hands-on projects like recycling programs and community gardens. This engagement empowers students to understand their impact on the environment and advocate for sustainable practices.

Sustainability

Sustainability should be a core principle throughout the curriculum. Students learn about sustainable development goals and their relevance in various fields. Collaborating with local organizations on sustainability initiatives allows students to apply their knowledge in real-world contexts, reinforcing their role in creating a sustainable future.

Conclusion

Integrating professional ethics, gender issues, human values, environmental awareness, and sustainability into the curriculum is crucial for developing responsible citizens. This comprehensive approach not only enhances academic learning but also fosters social responsibility, preparing students to contribute positively to society. Ultimately, this integration cultivates a generation of leaders committed to ethical behavior, equality, and sustainability, helping to create a better world for everyone.

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 0

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

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: D. Feedback collected

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 34.97

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

2023-24	2022-23	2021-22	2020-21	2019-20
172	212	254	193	288

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
640	640	640	640	640

File Description

Document

Institutional data in the prescribed format

[View Document](#)

2.1.2

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

Response: 64.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
154	194	231	174	277

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

2023-24	2022-23	2021-22	2020-21	2019-20
320	320	320	320	320

File Description	Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 23.36

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution employs student-centric methods to enhance learning experiences, utilizing various strategies and ICT-enabled tools. Key approaches include:

Experiential Learning

- **Hands-On Activities:** Students engage in real-world experiences, such as internships, field trips, and simulations, allowing them to apply theoretical knowledge in practical contexts.
- **Reflective Practice:** Encourages students to reflect on their experiences, fostering deeper understanding and personal growth.

Participative Learning

- **Collaborative Projects:** Students work together in groups, promoting teamwork and communication skills.
- **Class Discussions:** Engaging students in discussions and debates encourages critical thinking and diverse perspectives.

Problem-Solving Methodologies

- **Real-World Challenges:** Students tackle genuine problems, enhancing analytical and critical thinking skills.
- **Inquiry-Based Learning:** Encourages students to ask questions, conduct research, and explore solutions independently.

ICT-Enabled Tools

- **Online Resources:** Access to e-books, academic journals, and educational websites expands learning beyond traditional classrooms.
- **Interactive Platforms:** Tools like learning management systems (LMS), virtual classrooms, and discussion forums facilitate collaboration and communication.
- **Multimedia Integration:** Use of videos, podcasts, and interactive simulations enriches the learning experience, catering to diverse learning styles.

Conclusion

By incorporating these student-centric methods and ICT-enabled tools, the institution enhances the teaching and learning process, promoting active engagement and a deeper understanding of the subject matter. This approach prepares students for real-world challenges and fosters lifelong learning skills. Bottom of Form

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
22	23	23	24	23

2.4.2

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

Response: 68.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	14	15	17	15

File Description	Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanism of Internal/External Assessment

- **Transparency:** The assessment process is clearly outlined and communicated, ensuring that students understand the criteria and methods used for evaluation. This openness helps build trust among students and faculty.
- **Defined Procedures:** Both internal and external assessments follow standardized guidelines, promoting consistency in grading practices across different subjects and levels.
- **Regular Updates:** Students receive timely updates on their performance through detailed feedback, allowing them to track their progress and make necessary improvements.

Grievance Redressal System

- **Time-Bound Response:** The grievance redressal system is structured to address concerns promptly, with specific timelines established for acknowledging and resolving complaints.
- **Efficient Processes:** A clear procedure is in place for students to lodge grievances, ensuring that all issues are documented and handled systematically.
- **Accessibility:** The system is designed to be user-friendly, allowing students to easily submit their concerns and receive timely feedback on the status of their grievances.

Conclusion

The transparent assessment mechanisms and the efficient, time-bound grievance redressal system foster a positive educational environment. These processes not only enhance accountability and trust but also ensure that students feel heard and supported throughout their learning journey.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs)

- **What They Are:**
 - **Programme Outcomes (POs):** General goals for what students should achieve by the end of a program.
 - **Course Outcomes (COs):** Specific skills and knowledge students should gain from each course.
- **Availability:**
 - POs and COs are clearly listed on the institution's website, making it easy for students and others to find and understand them.
- **Alignment:**
 - The outcomes are connected to the institution's educational goals, ensuring each course contributes to the overall program aims.
- **Assessment:**
 - These outcomes help assess how well students are doing and guide improvements to the programs and courses.

Conclusion

By displaying Programme and Course Outcomes on the website, the institution promotes transparency and helps students understand what they can expect from their education. This practice supports effective learning and program quality.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Ecosystem for Innovations and Indian Knowledge System (IKS)

- **Innovation Ecosystem:** The institution has established a supportive environment that fosters innovation through various initiatives. This ecosystem encourages students and faculty to explore

new ideas and technologies.

- **Indian Knowledge System (IKS):** The institution promotes awareness and integration of traditional Indian knowledge systems into modern education. This includes recognizing and valuing indigenous practices and wisdom.
- **Intellectual Property Rights (IPR) Awareness:**
 - The institution provides training and resources to enhance understanding of IPR, ensuring that students and faculty are aware of the importance of protecting their innovations.
- **IPR Cell:**
 - An IPR cell has been set up to support research and innovation. This cell assists in filing patents, copyrights, and trademarks, helping to safeguard intellectual property generated within the institution.
- **Incubation Centre:**
 - The incubation center supports startups and entrepreneurial ventures by providing mentorship, resources, and networking opportunities. This initiative encourages practical application of ideas and fosters a culture of entrepreneurship.
- **Knowledge and Technology Transfer:**
 - Various initiatives are in place to facilitate the transfer of knowledge and technology between the institution and industry. This includes collaboration with businesses, workshops, and research partnerships.

Outcomes

- **Evident Impact:** The outcomes of these initiatives are visible in increased student engagement in research, higher patent filings, successful startups emerging from the incubation center, and enhanced collaboration with industries.

Conclusion

By creating an ecosystem for innovation and promoting the Indian Knowledge System, the institution not only encourages creativity and entrepreneurship but also contributes to the broader societal and economic development. These efforts highlight the institution's commitment to advancing knowledge and technology while respecting traditional wisdom.

2.6.3

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

Response: 96.35

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

2023-24	2022-23	2021-22	2020-21	2019-20
182	190	196	257	232

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

2023-24	2022-23	2021-22	2020-21	2019-20
200	199	203	260	235

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Ecosystem for Innovations and Indian Knowledge System (IKS)

- **Innovation Ecosystem:** The institution has established a supportive environment that fosters innovation through various initiatives. This ecosystem encourages students and faculty to explore new ideas and technologies.
- **Indian Knowledge System (IKS):** The institution promotes awareness and integration of traditional Indian knowledge systems into modern education. This includes recognizing and valuing indigenous practices and wisdom.
- **Intellectual Property Rights (IPR) Awareness:**
 - The institution provides training and resources to enhance understanding of IPR, ensuring that students and faculty are aware of the importance of protecting their innovations.
- **IPR Cell:**
 - An IPR cell has been set up to support research and innovation. This cell assists in filing patents, copyrights, and trademarks, helping to safeguard intellectual property generated

within the institution.

- **Incubation Centre:**

- The incubation center supports startups and entrepreneurial ventures by providing mentorship, resources, and networking opportunities. This initiative encourages practical application of ideas and fosters a culture of entrepreneurship.

- **Knowledge and Technology Transfer:**

- Various initiatives are in place to facilitate the transfer of knowledge and technology between the institution and industry. This includes collaboration with businesses, workshops, and research partnerships.

Outcomes

- **Evident Impact:** The outcomes of these initiatives are visible in increased student engagement in research, higher patent filings, successful startups emerging from the incubation center, and enhanced collaboration with industries.

Conclusion

By creating an ecosystem for innovation and promoting the Indian Knowledge System, the institution not only encourages creativity and entrepreneurship but also contributes to the broader societal and economic development. These efforts highlight the institution's commitment to advancing knowledge and technology while respecting traditional wisdom.

3.2.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.04

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	1	0	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

3.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

3.4 Extension Activities**3.4.1**

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

Response:

Outcomes of Extension Activities in the Neighborhood Community

- **Community Impact:** Over the past five years, extension activities have positively influenced the local community by addressing various social issues such as health, education, and environmental sustainability. Initiatives include health camps, educational workshops, and clean-up drives.
- **Student Sensitization:** Students involved in these activities have become more aware of social issues, developing empathy and a sense of responsibility towards their community. This exposure enhances their understanding of real-world challenges.
- **Holistic Development:** Participation in extension activities contributes to students' holistic development by fostering soft skills like teamwork, communication, and leadership. Engaging with the community allows students to apply classroom learning in practical contexts.
- **Long-Term Engagement:** Many students have continued their involvement in community service, promoting a culture of giving back and ongoing social awareness.
- **Feedback and Improvement:** Regular feedback from the community helps refine future initiatives, ensuring they remain relevant and impactful.

Conclusion

The outcomes of extension activities have not only benefited the community but have also played a crucial role in the holistic development of students, preparing them to be socially responsible individuals.

3.4.2

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

Response:

1. District Level Indira Shakti Puraskar Given By Women Empowerment Department for the Doing Best in the Girls Education For the motivate the girls for Higher Education .
2. National Social Pride Award by Social Justice Board Rajasthan Internation Centre, Jaipur For Education

3.4.3

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

Response: 3

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	1	1	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institution 42 Years Estiblisited this the First Girls College at the District HeadQuater.

Well Known for the Aim of Shiksha, Suraksha And Shanskar.

this is captured in 10 Ahear Area with Green Enviornment , Sufficient Class Room . Huge Library and Reading Room with Student Aid-Fund Books and Journals , Magazines , News Papers. Competition Exam Books.

Sciene Labs.,Computer Lab., Psychology and Geography Lab are here in a settel manner.

here is Vollyball, BasketBall, Badminton, Play Ground .Avilable

Auditorium Sound Proof and Well Manged.

4.1.2

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

Response: 36.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
25.75	39.33	13.10	27.28	36.72

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Automation and Digital Facilities

- **Journals:** The library maintains adequate subscriptions to a wide range of including journals, books, and databases. This provides faculty and students with easy access to current research and information.
- **User Engagement:** The library is actively utilized by both faculty and students, who benefit from the digital facilities for research, coursework, and self-study. Regular workshops and orientations help users maximize available resources.

Conclusion

The library with the provision of diverse resources significantly enhance the learning environment, making the library a vital resource for faculty and students.

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution prioritizes the enhancement of its IT facilities to support a modern and effective learning environment. Regular updates to these facilities ensure that students and faculty have access to the latest technology and resources necessary for academic success.

IT Facilities Overview

1. Computer Labs:

- The institution has multiple computer labs equipped with the latest hardware and software. These labs are regularly updated to include new technologies and applications relevant to various academic programs. For instance, in January 2023, all computer systems were upgraded to include the latest operating systems and software suites, enhancing performance and security.

2. Smart Classrooms:

- Smart classrooms are fitted with interactive whiteboards, projectors, and audio-visual equipment to facilitate dynamic teaching and learning experiences. Regular upgrades ensure that these tools remain current; for example, in August 2022, all smart classrooms were equipped with advanced presentation tools and video conferencing capabilities to support hybrid learning.

3. Library Automation:

- The library utilizes an Integrated Library Management System (ILMS) that was fully implemented in Processing. This automation enhances the efficiency of library operations, allowing users to access digital resources seamlessly.

Internet Connectivity

1. Wi-Fi Facilities:

- The institution offers extensive Wi-Fi coverage across the campus, including classrooms, libraries, and common areas. The Wi-Fi network was upgraded in March 2023 to support higher speeds and accommodate an increasing number of users, ensuring reliable connectivity for all students and staff.

2. Internet Bandwidth:

- The institution provides a robust internet bandwidth of 1 Gbps. This high-speed connection is crucial for supporting online learning, research activities, and the use of digital resources. Regular assessments and upgrades to bandwidth are conducted to meet the growing demands of students and faculty, with the most recent upgrade occurring in September 2023.

Support and Accessibility

1. Technical Support:

- A dedicated IT support team is available to assist students and faculty with any technical issues. Regular workshops and training sessions are organized to help users familiarize themselves with new technologies and tools.

2. User-Friendly Access:

- The institution's IT facilities are designed for easy access, with user-friendly interfaces and support for various devices. This ensures that all members of the institution can effectively utilize the available technology.

Conclusion

The institution's commitment to regularly updating its IT facilities and providing ample internet bandwidth demonstrates a proactive approach to enhancing the educational experience. By maintaining state-of-the-art technology and ensuring reliable connectivity, the institution empowers students and faculty to engage in innovative and effective learning. These efforts not only facilitate academic success but also prepare the community for the demands of a digitally connected world.

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

Response: 514

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

Response: 1

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 3.81

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

2023-24	2022-23	2021-22	2020-21	2019-20
5.22	2.84	2.21	1.73	2.95

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 26.57

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

2023-24	2022-23	2021-22	2020-21	2019-20
203	151	139	186	123

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: E. None of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 2.85

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career

counselling offered by the institution year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
31	2	9	40	4

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

Response: B. 3 of the above

5.2 Student Progression**5.2.1**

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
182	190	196	257	232

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response: 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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 3.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5	11	1	0	1

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Registered Alumni Association

- **Establishment:** The institution has a Alumni Association dedicated to fostering a strong connection between alumni and the institution.
- **Mentorship and Networking:** The association facilitates networking opportunities for current students and alumni, providing mentorship and career guidance. Alumni often participate in workshops, guest lectures, and panel discussions, sharing their experiences and expertise.
- **Resource Contribution:** Beyond financial support, alumni contribute resources such as internships, job placements, and industry connections. This collaboration enhances students' employability and practical learning experiences.
- **Engagement Activities:** Regular events, such as reunions and alumni meets, strengthen the community and keep alumni engaged with institutional developments. These events foster a sense of belonging and encourage ongoing involvement.

Conclusion

The Alumni Association plays a vital role in the institution's growth and development by providing financial support and valuable services. Its contributions significantly enhance the educational experience

for current students while maintaining a strong network of engaged and supportive alumni.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institutional Governance and Leadership

- **Alignment with Vision and Mission:** The governance and leadership of the institution are closely aligned with its vision and mission, ensuring that all strategies and practices reflect its core values and goals.
- **NEP Implementation:** The institution actively implements the National Education Policy (NEP), focusing on holistic education, interdisciplinary learning, and skill development. This alignment is evident in curriculum design, teaching methodologies, and student support services.
- **Sustained Institutional Growth:** The leadership fosters a culture of continuous improvement and innovation, leading to sustained growth in academic performance, infrastructure development, and research initiatives. Regular assessments and feedback mechanisms are in place to monitor progress.
- **Decentralization:** Governance is decentralized, allowing various departments and committees to make decisions relevant to their areas. This encourages accountability and empowers faculty and staff to contribute to the institution's development.
- **Participation in Governance:** Stakeholder participation is encouraged in institutional governance. Faculty, staff, and student representatives are involved in decision-making processes, promoting a collaborative environment that values diverse perspectives.
- **Institutional Perspective Plan:** The short-term and long-term Institutional Perspective Plan outlines strategic goals and initiatives. This plan guides resource allocation, program development, and community engagement, ensuring alignment with the institution's mission.

Conclusion

The institution's governance and leadership reflect its commitment to its vision and mission through effective NEP implementation, sustained growth, decentralization, stakeholder participation, and strategic planning. These practices foster a dynamic and inclusive educational environment, driving continuous improvement and success.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institutional Perspective Plan

- **Effective Deployment:** The Institutional Perspective Plan is actively implemented, guiding the institution's strategic goals and initiatives. This ensures a clear direction for growth and development.
- **Administrative Setup:** The institution has a well-defined administrative structure that supports efficient functioning. Roles and responsibilities are clearly outlined, promoting accountability and effective decision-making.
- **Policies:** Comprehensive policies are established to govern various aspects of the institution, including academic standards, student services, and faculty development. These policies provide a framework for consistent and fair practices.
- **Appointment Procedures:** Recruitment and appointment processes for faculty and staff are transparent and merit-based. This ensures that qualified individuals are selected, contributing to the institution's overall quality.
- **Service Rules:** Clear service rules and guidelines for faculty and staff help maintain professional standards and ensure a positive work environment. These rules cover aspects such as performance evaluation, promotion, and professional development.
- **Operational Efficiency:** Regular reviews of procedures and policies help identify areas for improvement, ensuring that institutional bodies operate effectively and efficiently. Feedback mechanisms allow for ongoing assessment and refinement of practices.

Conclusion

The effective deployment of the Institutional Perspective Plan and the efficient functioning of institutional bodies, as reflected in clear policies and procedures, contribute to a well-organized and responsive educational environment. This structured approach supports the institution's mission and enhances overall performance.

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

- **Structured Framework:** The institution has a formal performance appraisal system that evaluates both teaching and non-teaching staff. This system includes clear criteria for assessment, ensuring fairness and transparency.
- **Regular Feedback:** Appraisals are conducted regularly, providing staff with constructive feedback on their performance. This process helps identify strengths and areas for improvement, fostering professional growth.

Welfare Measures

- **Support Programs:** The institution offers various welfare measures, including health insurance, counseling services, and wellness programs. These initiatives promote the well-being of staff, creating a supportive work environment.
- **Work-Life Balance:** Flexible work arrangements and leave policies are in place to help staff manage their personal and professional responsibilities, enhancing job satisfaction.

Career Development Avenues

- **Training and Workshops:** The institution organizes regular training sessions and workshops to enhance skills and knowledge among staff. These opportunities are designed to keep employees updated on the latest educational practices and technologies.
- **Promotion Pathways:** Clear pathways for career progression are established, with defined criteria for promotions. This motivates staff to pursue professional development and advance their careers within the institution.

Conclusion

The institution's performance appraisal system, effective welfare measures, and career development opportunities create a positive and motivating environment for both teaching and non-teaching staff.

These practices not only enhance staff satisfaction but also contribute to the overall effectiveness of the institution.

6.3.2

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

Response: 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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

6.3.3

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	17	17	17	17

File Description	Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Resource Mobilization Strategies

- **Diverse Funding Sources:** The institution actively seeks funding from various sources, including government grants, private donations, and partnerships with non-governmental organizations (NGOs). This diversified approach ensures a stable flow of resources.
- **Grant Applications:** The institution regularly applies for grants to support specific projects, research initiatives, and infrastructure development. A dedicated team focuses on identifying and securing these opportunities.

Optimal Utilization of Resources

- **Budgeting and Planning:** Effective budgeting practices are in place to allocate resources efficiently across different departments and programs. This ensures that funds are used where they are most needed.
- **Monitoring and Evaluation:** Regular monitoring of resource allocation and utilization helps identify areas for improvement. Evaluation processes assess the impact of funded projects, ensuring accountability.

Financial Audits

- **Internal Audits:** The institution conducts regular internal financial audits to review financial practices and ensure compliance with established policies. This helps maintain transparency and identify potential issues early.
- **External Audits:** Annual external audits are performed by independent auditors to provide an objective assessment of the institution's financial health. These audits enhance credibility and build trust among stakeholders.

Conclusion

The institution's strategies for mobilizing and optimizing resources, coupled with regular internal and external financial audits, ensure effective financial management and accountability. These practices

contribute to the institution's sustainability and support its growth and development initiatives.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC)

- **Role and Purpose:** The IQAC plays a crucial role in institutionalizing quality assurance strategies and processes within the institution. Its primary objective is to enhance the overall quality of education and institutional performance.
- **Periodic Reviews:** The IQAC conducts regular reviews of the teaching-learning process, evaluating the effectiveness of instructional methods and course delivery. This includes assessing the relevance of curricula and ensuring alignment with educational standards.
- **Operational Structures:** The Cell reviews the operational structures and methodologies in place, identifying areas for improvement. This includes analyzing administrative processes and support services to enhance efficiency.
- **Learning Outcomes Assessment:** The IQAC focuses on evaluating learning outcomes to ensure that students achieve the desired competencies. This assessment helps in understanding the impact of teaching strategies on student performance.
- **Incremental Improvement:** The IQAC documents incremental improvements across various activities, providing evidence of progress in quality assurance initiatives. This data is used to inform future planning and decision-making.
- **Stakeholder Involvement:** The Cell engages faculty, students, and other stakeholders in its activities, promoting a culture of continuous improvement and collective responsibility for quality.

Conclusion

The Internal Quality Assurance Cell significantly contributes to the institution's commitment to quality education by systematically reviewing and enhancing teaching, learning, and operational processes. Its efforts ensure that quality assurance becomes an integral part of the institutional culture, leading to sustained improvement and excellence in education.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: E. None of the above

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Audit and Promotion of Gender Equity

Over the last five years, the institution has undertaken significant initiatives to promote gender equity through comprehensive gender audits and targeted measures. These efforts aim to create an inclusive environment that respects and empowers all genders, ensuring equal opportunities and representation.

Gender Equity in Curricular Activities

1. **Curriculum Integration:** The institution has integrated gender studies into various academic programs, encouraging students to explore gender issues critically. Courses and workshops on gender sensitivity, women's rights, and related topics are offered to raise awareness among students.
2. **Inclusive Teaching Practices:** Faculty members are trained in inclusive teaching methods that consider diverse gender perspectives. This approach fosters a classroom environment where all voices are heard and valued, encouraging participation from all genders.
3. **Research Initiatives:** The institution promotes research on gender-related topics, providing funding and support for projects that address gender issues. This encourages students and faculty to engage in meaningful inquiries that contribute to the discourse on gender equity.

Gender Sensitization in Co-Curricular Activities

1. **Awareness Campaigns:** The institution organizes regular workshops, seminars, and awareness campaigns focused on gender sensitization. These events involve guest speakers, interactive sessions, and discussions that challenge stereotypes and promote understanding.
2. **Student Organizations:** Gender-focused student organizations and clubs are encouraged to operate on campus. These groups provide platforms for discussions, advocacy, and activities that promote gender equality and support for marginalized voices.
3. **Thematic Events:** The institution hosts events such as International Women's Day celebrations and gender equality weeks, fostering community engagement and raising awareness about gender issues.

Facilities for Women on Campus

1. **Safe and Supportive Environment:** The institution prioritizes the safety and well-being of women on campus. Measures include well-lit pathways, security personnel, and emergency response systems to ensure a secure environment for all students.
2. **Dedicated Spaces:** Facilities such as women's restrooms, common rooms, and designated study areas cater specifically to female students, promoting comfort and accessibility.
3. **Support Services:** The institution provides counseling services and helplines specifically for women, addressing issues related to harassment, discrimination, and mental health. These services are confidential and designed to support women in navigating challenges.

Policy Framework and Implementation

1. **Gender Policy:** A comprehensive gender policy has been developed to guide the institution's efforts in promoting gender equity. This policy outlines goals, strategies, and mechanisms for monitoring and evaluation.
2. **Regular Assessments:** The institution conducts periodic gender audits to assess the effectiveness of implemented measures. Feedback from students and staff is used to refine strategies and ensure continuous improvement.
3. **Stakeholder Involvement:** Active involvement of students, faculty, and administration in gender equity initiatives fosters a collective commitment to creating an inclusive campus culture.

Conclusion

The institution's initiatives over the past five years demonstrate a strong commitment to promoting gender equity and sensitization. Through curricular integration, co-curricular activities, and the provision of essential facilities for women, the institution fosters an environment where all students can thrive. The ongoing gender audit and proactive measures ensure that gender equity remains a priority, contributing to a more inclusive and equitable educational experience.

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

7.1.3

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

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

Response: C. Any 2 of the above

7.1.4

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

Response:

Institutional Efforts in Providing an Inclusive Environment

The institution is dedicated to fostering an inclusive environment that promotes tolerance and harmony across various dimensions, including cultural, regional, linguistic, communal, and socioeconomic differences. These efforts are designed to sensitize both students and employees to their constitutional obligations, emphasizing values, rights, duties, and responsibilities of citizens.

Promoting Cultural Harmony

- 1.Cultural Events and Festivals:** The institution organizes regular cultural events and festivals that celebrate the diverse backgrounds of its students and staff. These events include cultural fairs, dance performances, and art exhibitions that showcase various traditions and customs, promoting appreciation and respect for diversity.
- 2.Multicultural Clubs:** Various student-led clubs focus on different cultures and communities, providing platforms for students to share their heritage and experiences. These clubs foster dialogue and understanding, encouraging collaboration among students from different backgrounds.

Regional and Linguistic Inclusivity

- 1.Language Support Programs:** The institution offers language courses and support programs to assist students from diverse linguistic backgrounds. This includes English language training for non-native speakers, facilitating better communication and integration.
- 2.Regional Awareness Campaigns:** Initiatives aimed at raising awareness of regional diversity are regularly conducted. Workshops and seminars highlight the importance of respecting regional identities and practices, fostering a sense of unity among students.

Socioeconomic Sensitization

- Scholarships and Financial Aid:** The institution provides scholarships and financial aid to students from economically disadvantaged backgrounds. This ensures that education is accessible to all, promoting equality and inclusivity.
- Community Outreach Programs:** Various outreach initiatives connect students with local communities, allowing them to engage with and understand the challenges faced by different socioeconomic groups. Such interactions promote empathy and awareness of social issues.

Sensitization to Constitutional Obligations

- Workshops on Rights and Duties:** Regular workshops are organized to educate students and staff about their constitutional rights and responsibilities. These sessions emphasize the importance of civic engagement, equality, and justice, encouraging individuals to be responsible citizens.
- Discussion Forums:** The institution facilitates discussion forums where students can engage in dialogues about contemporary social issues, constitutional values, and civic duties. These forums provide a safe space for expressing opinions and fostering critical thinking.
- Integration into Curriculum:** Concepts related to constitutional obligations, including fundamental rights and duties, are integrated into the academic curriculum. This ensures that students are continuously reminded of their responsibilities as citizens.

Conclusion

The institution's comprehensive efforts to provide an inclusive environment reflect its commitment to promoting tolerance, harmony, and respect for diversity. Through cultural events, support programs, outreach initiatives, and educational workshops, the institution effectively sensitizes students and employees to their constitutional obligations. These initiatives foster a community where individuals from all backgrounds feel valued and empowered to contribute positively to society, ultimately enriching the educational experience for everyone involved.

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Integrated Student Support System

Objectives:

- To provide holistic support to students, enhancing their academic and personal development.
- To address diverse needs through a structured approach.

Context:

Recognizing the varying backgrounds and needs of students, the institution developed an Integrated Student Support System (ISSS) to foster a nurturing environment. This system aims to ensure that all students have access to the resources and assistance they need to succeed.

Practice:

1. Academic Support:

- The institution offers tutoring programs, peer mentoring, and academic workshops to help students excel in their studies. Faculty members are available for regular consultation hours, and specialized training sessions are conducted for skill enhancement.

2. Counseling Services:

- A dedicated counseling center provides psychological support, career guidance, and personal development workshops. Regular mental health awareness campaigns are conducted to destigmatize seeking help.

3. Extracurricular Activities:

- Various clubs and societies are established, catering to different interests, including arts, sports, and community service. These activities promote engagement and help students develop essential life skills.

Outcomes:

- Improved academic performance and student retention rates.
- Enhanced student well-being and overall satisfaction.
- A stronger sense of community and belonging among students.

Best Practice 2: Green Campus Initiative

Objectives:

- To promote environmental sustainability and awareness within the campus community.
- To reduce the ecological footprint of the institution.

Context:

In response to global environmental challenges, the institution launched the Green Campus Initiative to integrate sustainability into its operations and culture. This initiative aligns with the institution's commitment to fostering responsible citizenship.

Practice:

1. Waste Management:

- A comprehensive waste management system was implemented, including segregation of waste at source, recycling programs, and composting organic waste. Awareness campaigns are held to educate the campus community about waste reduction.

2. Energy Conservation:

- The institution has adopted energy-efficient practices, such as the installation of solar panels and LED lighting. Regular audits are conducted to monitor energy usage, and students are encouraged to participate in energy-saving challenges.

3. Greening the Campus:

- Tree plantation drives and landscaping projects are organized to enhance the green cover on campus. Students and staff participate in these initiatives, fostering a sense of responsibility towards the environment.

Outcomes:

- Significant reduction in waste generation and energy consumption.
- Increased awareness of environmental issues among students and staff.
- Recognition as a sustainable institution, attracting environmentally conscious students and partners.

Conclusion

These best practices demonstrate the institution's commitment to holistic student development and environmental sustainability. By implementing the Integrated Student Support System and the Green Campus Initiative, the institution not only enhances educational outcomes but also fosters a culture of responsibility and awareness, aligning with NAAC standards for quality enhancement.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Distinctive Area of Performance: Holistic Student Development

The institution has made remarkable strides in the area of **Holistic Student Development**, reflecting its commitment to nurturing well-rounded individuals prepared for both professional success and responsible citizenship. This priority area emphasizes not just academic excellence but also personal growth, emotional well-being, social responsibility, and environmental awareness.

1. Comprehensive Academic Support

The foundation of holistic student development is robust academic support. The institution offers a range of initiatives to enhance the learning experience:

- **Tutoring and Mentoring:** A structured tutoring program pairs students with faculty and senior students for personalized guidance. This initiative helps struggling students improve their academic performance while fostering a sense of community.

- **Workshops and Seminars:** Regularly scheduled workshops on time management, study skills, and research methodologies equip students with essential academic skills. These workshops are designed

to be interactive, encouraging students to engage actively in their learning.

- **Curricular Innovation:** The institution regularly reviews and updates its curriculum to align with industry trends and student interests. This ensures that students are equipped with relevant knowledge and skills, enhancing their employability.

2. Emotional and Psychological Well-being

Recognizing the importance of mental health in student success, the institution has established several initiatives focused on emotional and psychological well-being:

- **Counseling Services:** A dedicated counseling center provides confidential support to students facing academic stress, personal issues, or mental health challenges. Trained professionals offer individual counseling, group therapy, and crisis intervention.

- **Mental Health Awareness Campaigns:** The institution conducts regular campaigns to raise awareness about mental health issues, encouraging students to seek help when needed. Workshops on stress management, mindfulness, and emotional resilience are integral to these campaigns.

3. Character and Values Development

The institution believes in shaping not just skilled professionals but also responsible citizens. Several initiatives promote character building and values education:

- **Civic Engagement Programs:** Students are encouraged to participate in community service projects, fostering a sense of social responsibility. Initiatives include awareness campaigns on social issues, volunteer work in local communities, and partnerships with NGOs.

- **Ethics and Leadership Training:** The curriculum incorporates modules on ethics, leadership, and social justice, encouraging students to reflect on their values and responsibilities. Guest lectures from industry leaders and community activists further inspire students to engage with societal issues.

4. Extracurricular and Co-curricular Activities

To promote a balanced lifestyle, the institution offers a vibrant array of extracurricular and co-curricular activities:

- **Clubs and Societies:** Numerous clubs cater to diverse interests, including arts, sports, culture, and technology. These platforms allow students to pursue their passions, develop new skills, and form lasting friendships.

- **Sports and Physical Fitness:** The institution emphasizes physical well-being through a comprehensive sports program. Regular competitions, fitness classes, and health workshops encourage students to maintain an active lifestyle.

- **Cultural Events:** The institution hosts cultural festivals and competitions, providing students with opportunities to showcase their talents and learn from one another. These events celebrate diversity and promote intercultural understanding.

5. Environmental Awareness and Sustainability

In an era where environmental concerns are paramount, the institution prioritizes sustainability as part of holistic development:

- **Green Campus Initiatives:** The institution has implemented various measures to reduce its ecological footprint, including waste management, energy conservation, and tree plantation drives. These initiatives engage students actively, instilling a sense of environmental stewardship.
- **Curriculum on Sustainability:** Courses on environmental science and sustainability are integrated into the curriculum, equipping students with knowledge about pressing environmental issues and encouraging them to advocate for sustainable practices.

6. Career Development and Employability

The institution understands that preparing students for the workforce is a vital aspect of their development:

- **Career Counseling and Workshops:** Regular career fairs, resume writing workshops, and interview preparation sessions help students navigate their career paths effectively. The career services team provides personalized guidance and resources to support students in their job search.
- **Internship and Placement Programs:** Strong partnerships with industry leaders facilitate internship opportunities and job placements. The institution maintains a dedicated placement cell that actively connects students with potential employers.

7. Inclusivity and Diversity

The institution prides itself on fostering an inclusive environment that respects and celebrates diversity:

- **Gender Equity Initiatives:** Various programs and policies promote gender equity and create a supportive environment for all students, regardless of gender. Awareness campaigns and workshops aim to address gender-related issues and encourage respectful interactions.
- **Support for Marginalized Groups:** The institution provides targeted support for students from marginalized communities, ensuring equal access to resources and opportunities. Scholarships, mentorship programs, and tailored workshops address their specific needs.

Conclusion

The institution's distinctive focus on holistic student development encapsulates its commitment to nurturing well-rounded individuals who are academically proficient, emotionally resilient, socially responsible, and environmentally conscious. Through comprehensive academic support, mental health initiatives, values education, diverse extracurricular activities, and a focus on sustainability, the institution prepares its students for the complexities of modern life.

This approach not only enhances the educational experience but also cultivates a community of engaged and responsible citizens ready to contribute positively to society. The successful implementation of these

initiatives reflects the institution's dedication to its mission and vision, making it a model for holistic education in today's world.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Our college admit 46 % to 90 plus the aim of institution is as remain as on first day. Girls education is the motto of JBSC college. On this theme we help the needy girls students for the college and Higher education.

Women empowerment's best example is the college. We help the society in the education, social issues, pedamic of society etc.

Concluding Remarks :

District Headquarter Ist college was the J.B.Shah Girls (P.G.) College, Jhunjhunu. We make the best and devoted person of the country. We think if a girl will be educated than a family will be. Our college have a great image in the society, in the University, in the College Education Department we believes in effective, creative learning process.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: D. Feedback collected</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>194</td> <td>231</td> <td>174</td> <td>277</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>194</td> <td>231</td> <td>174</td> <td>277</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>320</td> <td>320</td> <td>320</td> <td>320</td> <td>320</td> </tr> </tbody> </table> <p>Remark : DVV has updated the data as per the reservation policy of the Rajasthan</p>	2023-24	2022-23	2021-22	2020-21	2019-20	154	194	231	174	277	2023-24	2022-23	2021-22	2020-21	2019-20	154	194	231	174	277	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	0	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	320	320	320	320	320
2023-24	2022-23	2021-22	2020-21	2019-20																																					
154	194	231	174	277																																					
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2023-24	2022-23	2021-22	2020-21	2019-20																																					
320	320	320	320	320																																					
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20																																			
2023-24	2022-23	2021-22	2020-21	2019-20																																					

6	5	1	0	3
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	3	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	1	0	0

Remark : Data updated as per the supporting documents provided by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	2	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	1	1	0

Remark : Data updated only for the extensional activity organized for the benefit of the society only.

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

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

Answer before DVV Verification : 34

Answer after DVV Verification: 1

Remark : HEI has not provided any supporting documents.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Data updated as per the HEI clarification response i.e. minutes of meetings provided by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
51	5	10	41	45

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
182	190	196	257	232

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
182	190	196	257	232

Remark : Data updated as HEI has not provided any supporting documents.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	2	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	2	1	0	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

6.3.3

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
19	32	29	30	35

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	5	5	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
17	17	17	17	17

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E. None of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above Remark : Value updated as per the supporting documents provided by the HEI in clarification response.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 77 Answer after DVV Verification : 69</p>										
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1995 986 2087"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20							

34	30	33	35	31
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Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
22	23	23	24	23