



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**JAWAHARLAL NEHRU SMRITI GOVERNMENT POST
GRADUATE COLLEGE, SHUJALPUR, SHAJAPUR**

**CITY MANDI ROAD SHUJALPUR
465333**

<https://jnspgcollegeshujalpur.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Situated in the lap of river Newaj which finds mention in great poet Kalidasa's Meghadootam, Shujalpur is a subdivision of District Shajapur, Madhya Pradesh. It is approachable by both train and bus routes. Shujalpur is located at a distance of 80 km. from Bhopal, the State Capital; 70 km. from Shajapur, its district headquarters; 100 km. from Ujjain, the Holy City, and its Divisional Headquarters. It is 130 km. away from Indore, the commercial capital of MP. The nearest Airport is Raja Bhoj International Airport, Bhopal and the second nearest is Devi Ahilya Bai Holkar International Airport, Indore.

Jawaharlal Nehru Smriti Govt. P. G. College, Shujalpur was established in the year 1964 by a Trust called Mahavidyalaya Sthapna Samiti, Shujalpur, under the chairmanship of Shri Liladhar Joshi, the erstwhile Prime Minister of 'Central India of which Nagpur was the Capital.' The college had initially offered Arts, Commerce, and Science and in 1968, LLB was also started. Realizing its growth potential the State government took over the college in the year 1971. In the year 1997, the college attained the status of a Postgraduate College. One of the unique features of the college is its strength of female students which has been over 59% during the last five years.

The college has a lush green campus of 74017 Sq. Mtrs out of which over 10000 Sq. Mtrs. (constructed) areas are used for teaching learning and academic and administrative purpose. It has the largest sports ground in the district with an area of about 2 hectares and 400 mtr Track and field.

The college offers UG and PG programs in Social Sciences, Humanities, Physical Sciences/Life Sciences, Commerce, Law, and Graduation in Business Management through conventional and Self Financing modes. The college offers six UG Programmes with 41 subject combinations and 14 PG programs.

The college is included in 2 (f) and 12 (B) of UGC and has been receiving grants till the 12th Plan. The college is one of the 200 beneficiaries of the State government's initiative of the Madhya Pradesh Higher Education Quality Improvement Project funded by the World Bank.

Vision

To strive towards turning the college into a leading center for higher education offering a blend of general and professional Programmes and Courses with a view to producing employable and entrepreneurial graduates, while ensuring social and gender equity as well as developing national feeling and environmental consciousness.

Mission

1. To provide maximum opportunities for employment to the students belonging to socially and economically backward communities.
2. To open up need-based and modern avenues of higher education with consistently good quality.
3. To ensure women's empowerment in the areas of employment /entrepreneurship.

4. To inculcate in the students a feeling of national pride, moral values, gender sensitivity, and environmental consciousness.

JNS Govt. PG College, Shujalpur has always been striving to fulfill its vision and mission through its policies and strategies. Since the college is located in a town far away from Distt. Headquarters, the college has tremendous growth potential both in terms of student strength and opportunities for offering more and more programs. The future growth of the college lies in its endeavor to turn it into a center for higher learning for the students from socially and economically backward communities. The college prepares its future plans and strategies keeping in mind its stated vision and mission.

About eighty percent of the students enrolled in the college are from SC, ST, and OBC which itself is indicative of the institution's need to establish itself as an institution for molding students belonging to these communities as employable/entrepreneurial graduates.

The future plan of the institution is focused on opening more and more professional courses so that the students of this region, particularly girl students, do not have to go to bigger cities for higher education. During the last five years, the college has started under self-financing scheme M. Sc. Computer Science and M. Sc. Botany. And the college has obtained N.O.C. from the State Government to start B.A LLB five-year Integrated Programme and two-year LLM Programme from the academic year 2021-22. LLM Programme started in the academic year 2022-23. The approval for the BA LLB program is awaited from the BCI.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college's strategic location. One of the reasons for its ever-increasing student strength is its location away from all the district headquarters.
- The only college with so many UG and PG Programmes in a radius of 50 kms. Six Undergraduate and 14 Postgraduate Programmes.
- Catering to the higher educational needs of rural students of mostly Scheduled Castes and other backward communities.
- Its physical infrastructure. The college has three buildings with 52 classrooms and 9 lab spaces, a central library, office space, conference hall, principal's chamber, IQAC room, virtual classroom-cum-smart class, Career Cell Room, Sports Room, NSS Room, NCC Room, 3 girls' common rooms, sick room, and 18 washrooms.
- Huge, well-maintained sports infrastructure. The college has 2 hectares of sports ground with 400 metres track and other facilities for athletics and games.
- Highly qualified, and experienced Faculty members.
- Variety of UG and PG programmes in traditional as well as in self-financing mode. The 06 UG and 14 PG programmes provide ample opportunity for students to choose the programmes of their choice without migrating to bigger cities.
- Lush Green, sprawling, Clean plastic-free, and emission-free campus.
- Fully automated Central Library
- E-Library.
- Registered and very active alumni association.
- Functional English Language Lab.
- Active Teacher-Guardian-Scheme / Mentor-Mentee system.

Institutional Weakness

- In comparison to the number of students more posts are required to be sanctioned for the government for government-run programs in order to make teaching-learning more effective.
- Lack of autonomy in academic and administrative procedures.

Institutional Opportunity

- To take advantage of the academic flexibility brought in in the NEP 2020 and offer more and more job-oriented and skill development Programs and Courses to the local students.
- To strengthen the placement cell and get the maximum number of students placed.
- To offer more job-oriented PG programs to the students graduating from the college and nearby colleges.
- To boost the innovative ecosystem by encouraging research work among the faculties and students starting from the UG level.

Institutional Challenge

- Planning and carrying out quality research due to lack of funds.
- Attracting qualified teachers for self-financing programs owing to less paying capacity from local funds.
- Augmenting IT infrastructure to cope with the increasing student strength.
- Disproportionate Teacher:Student Ratio.
- Disproportionate Computer: Student Ratio.
- Upgrading laboratories with the state-of-the-art technology.
- Opening Research Centers is a challenge owing to the shortage of faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

For better curriculum delivery and monitoring of the teaching-learning process, the syllabus is broken up into monthly teaching plans by each department considering (i) The academic calendar issued by the Department of Higher Education and the University, (ii) The number of teachers in a department, and (iii) Papers and units assigned to each teacher. This gives better control over the progress of teaching. Each teacher maintains a daily teaching diary along with an attendance record.

1. Academic Flexibility

Pre-NEP 2020, the university offered undergraduate programs with three main subjects with two papers each, and a compulsory Foundation Course of three papers which consisted of Hindi language, English language, and another paper viz., Entrepreneurship, Environmental Studies and Basics of Computer in the first, second and third year respectively. This system allowed the students limited access to subjects, particularly in the Science and Commerce streams. The more subjects an institution offered the more combinations were formed to the advantage of the students. Thus in order to allow more flexibility, in addition to the regular subjects, the

college also offers Computer Science and Microbiology in B. Sc., Computer Application and Tax Procedure and Practice in B. Com. and Computer Applications in B. A. Thus, the college offered the students a total of four subject combinations in the Science stream, three in the Commerce stream and 33 combinations in the Arts stream.

1.3 Curriculum Enrichment

Most of the Courses touch upon cross-cutting issues like human values, environmental issues, gender sensitivity, and professional ethics generally in the main subjects and particularly in the Foundation Courses, of which a detailed list is appended in the relevant section.

Up to the academic year 2018-19, the UG final semester syllabi mandated a field project of 50 marks in the semester system. In the NEP 2020, the UG students have a compulsory field project of 100 marks. Also, all PG final semester syllabi mandate a job-oriented field project of 50 marks.

1.4 Feedback System

The institution obtains feedback from the stakeholders, analyzes it, and acts upon the suggestions. Details are appended in the relevant section

Teaching-learning and Evaluation

2.1. Student Enrolment and Profile

During the assessment period the average percentage of the admission against the total sanctioned seats stood at 75.14, and the average filling of the reserved category against the total seats earmarked stood at 68.94.

2.2. Student-Teacher Ratio

The current student-teacher ratio is 1:119

2.3. Teaching- Learning Process

In the teaching-learning process student-centric methods, participative learning, and teacher-centric methods are used. Thus what is used is a blended pedagogy.

Remedial classes and extra classes are also conducted for slow learners.

Classes are also conducted using ICT tools like Power Point presentations, and platforms like Google Classrooms, Quiz through google forms, and WhatsApp groups.

2.4 Teacher Profile and Quality

The percentage of full-time teachers against sanctioned posts was 100% during the assessment period. And the percentage of full-time teachers with *NET/SET/SLET/Ph. D./ D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. was 36.33.*

2.5. Evaluation Process and Reform

The affiliating university has a two-tier evaluation process for the students in which twenty percent of the total marks are awarded on the basis of the internal evaluation viz., Comprehensive Continuous Evaluation (CCE). Each teacher conducts the CCE by using any of the thirteen prescribed modes. CCE is a transparent process in which the students are informed of their marks and their grievances are also addressed by the teacher concerned, the HOD, and/or the Principal. Eighty percent of marks are awarded by the University through Annual/Semester examinations as the case may be. A Job-oriented project of 50 marks in the UG final semester and PG final semester is also part of the evaluation process. NEP 2020, however, mandates a field project of 100 marks for all UG students.

2.6 Student Performance and Learning Outcome

There are pre-determined learning outcomes for each Course/Programme which are displayed on the institutional website as well as in each department. The Learning Objectives are measured through determiners like CCE marks, Class Tests, University examination marks, progression to higher studies, and attainment of employment in the subjects.

2.7 Student Satisfaction Survey

Database of the current year students has been uploaded on the institutional website.

Research, Innovations and Extension

3.1 Resource Mobilization for Research

The total Grants received from government agencies for research projects was 2.00 lakhs

3.2 Innovation Eco-systems

In the last five years, 2 teachers took up minor research projects from various government agencies, one was completed and the second one is going on. Workshops and seminars/webinars were also conducted on various subject-related and general topics in which both faculties and students participated.

During the assessment period, five teachers from the college have been Ph.D. research guides under whom 06 scholars are doing research and 4 Ph.Ds have been awarded. Many of the faculties are enrolled in Ph. D. research work, and also many research articles have been published by the faculties in both national and international journals and as chapters of books with ISBN.

3.3. Research Publications and Awards

During the assessment period the total research publications from the faculties are as follows:

Single authored books with ISBN -5, Edited volume-1, Research articles in Journals -34, Chapters in edited volumes-29.

The college encourages research by way of allowing academic leave for travels, interviews, viva-voce,

etc. The college also conducted an FDP for 6 days on the topic “Research Methodology” in October 2021. The college regularly subscribes to the N-List through which most of the faculties and students have access to about 3000 e-journals.

3.4. Extension Activities.

The college has an NSS unit of 100 volunteers and an NCC Platoon (Army wing) of 53 cadets comprising boys and girls. It has also a Red Ribbon Club and a Red Cross unit. Through these units the college has undertaken various extension activities during the assessment period. Through support services Clean India Drive, Services during Covid19 pandemic, AIDS awareness, Environmental awareness, Blood Donation camps, voter awareness programs, plastic eradication campaigns, etc. were conducted. Besides this, several departments also organized various social awareness programs such as Personal Health & Hygiene, Diet Awareness, Road Safety, Legal Aid Camps, Yoga camps, etc. The total number of extension programs organized during the period is 163. The college has also received two awards for the extension activities during the assessment period.

3.5 Collaboration

In total 10 MOUs have been signed during the assessment period.

Infrastructure and Learning Resources

4.1 Physical Facilities

Realizing the significant role infrastructure plays in the smooth functioning of any institution, the college has been striving hard to provide the best possible infrastructure facilities in order to cope with the increasing student intake and curriculum demands. The institution can now proudly say that it has attained self-sufficiency in physical infrastructures like classrooms, laboratories, central library, convenience facilities, and sports infrastructure. During the last five years, the college has gone a long way in constructing more classrooms, laboratories, and library spaces. The college has 52 classrooms in addition to other facilities. It has spent 1395.25 lakh in building infrastructure itself and a further project of Rs.3.86 crores has been sanctioned by the State Government for the construction of additional classrooms.

The college has 8 laboratories and a Language lab; it has also a virtual-cum smart classroom.

4.2 Library as a Learning Resource

The college has a spacious Central Library with over 48000 books, which is fully automated using Soul 2.0 software. It has also an e-library with 143 e-books. The college has 14 departmental libraries functioning in the PG departments. N-List subscription is available to all faculties and students. During the last five years, 3.77 lakhs worth of books has been procured. The central library also subscribes to 10 Journals in print on various subjects, and 13 dailies in English and Hindi languages.

4.3 IT Infrastructure

The institution has been striving hard to augment its IT infrastructure and update itself with the latest technology. It has 87 desktop computers for the use of students in computer labs and other departments and in

the e-library/ language lab. It has 22 LCD projectors with an internet connection. The college subscribes to eight (8) BSNL Fibrenet connections with a speed of 200 Mbps each. It has also one virtual-cum-smart classroom.

4.4 Maintenance of Campus Infrastructure

The college has a maintenance policy for the campus infrastructure. The maintenance is on case to case basis and as per need. The college has spent about 168 lakhs on the maintenance of physical infrastructure during the last five years.

Student Support and Progression

5.1 Student Support

- The average percentage of students who benefited from government scholarships was 77.96 during the assessment period.
- The college had organized various training programmes on soft skills, language and communication skills, life skills and in the field of ICT. The total number of programmes organized was 37.
- A total of 1058 students were given 'employment and self-employment training' through Department of Higher Education's Career Guidance Cell LMS by RCVP Narohna Administrative Academy, Bhopal, under 'Atmanirbhar Madhya Pradesh'
- Average % of students who benefitted from the training for competitive exams is 30.65.
- There exist effective mechanisms for the redressal of students' grievances in the institution. Anti-ragging and anti-sexual harassment awareness sessions are also given to newly admitted students every year through zero classes and introductory programmes. Various committees exist in the college to look into students' grievances. Anti Ragging policy is in place.

5.2 Student Progression

The total number of progression to higher education during the last five years stands at 1537, and the total number of placements/invitations during the assessment period is 195. And the total number of students who cleared JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) examinations were 40 against a total of 40 who appeared in these examinations.

5.3 Student Participation and Activities

Total average number of participants in both sports and cultural programme competitions at the national/State/university/District levels stand at 249 during the last five years, the total number of awards received is 54.

5.4 Alumni Engagement

The college has a registered Alumni Association. The Association is active in partaking in the developmental activities of the college through its frequent presence and guidance to the students and the administration. The alumni of the college comprise many eminent personalities including Ministers, MLAs, Advocates, Professors, Entrepreneurs etc. who have contributed greatly to the development of the college.

Governance, Leadership and Management

6.1. Institutional Vision and Leadership

The vision of the college has been formulated taking into account its location. For the benefit of the students of the catchment area of the college, the college has envisaged a growth plan both in terms of the number of programmes and augmentation of infrastructure so that the local students who are mostly from poor families can get quality education without migrating to the larger cities. The mission is to mould these students as employable/entrepreneurial graduates.

Many major areas of the college administration are decentralized through various independent committees of faculties and other staff members for different tasks.

6.2 Strategy Development and Deployment

The Principal is the head of the institution. A management body also functions in the college viz., *Janbhagidari Samiti* (PPP Model). It is empowered to expend funds collected from students in the form of development fees, and fees for self-financing programmes. The Chairperson of the Janbhagidari Samiti is a government nominee and members are educationists, industrialists, administrative personnel, parents, and two faculty members and an alumnus. The Principal is the Member-Secretary of the Janbhagidari Samiti.

E-governance is implemented in the areas of Administration, Admission, Finance, Examination and Scholarships.

6.3 Faculty Empowerment Strategies

Sixteen kinds of welfare measures are in place for the staff members.

Annual performance appraisal is in place for all categories of employees as per the rules of the Department of Higher Education, Govt. of M.P.

6.4 Financial Management and Resource Mobilization

The college regularly gets its accounts audited by the CA and keeps them for AGMP audit.

There is fund flow from various sources in the college for different fields of expenditure. There are Plan funds for specific purposes and projects and non-plan funds for regular, recurring expenditures from the government. The UGC Plan funds are utilized for developmental purposes like the purchase of books and Lab/IT equipment and buildings. Presently, the World Bank Project (MPHEQIP) funds inflow also helps develop/renovate the infrastructure of the college, both physical and learning. Like the government funds, *Janbhagidari* funds also constitute both plan and non-plan funds. Here again, plan funds are utilized for developmental projects, and non-plan funds for payment of salaries to the staff appointed by the *Samiti*. Plan funds are also received from the District Planning Board for specific projects on the basis of 50% of the project cost.

6.5 Internal Quality Assurance System

The IQAC, during the assessment period, has contributed significantly to quality improvement. It has got done Environmental, Energy and Green audits and also Academic and Administrative audit.

Regular meetings of IQAC are conducted with the clear agenda. Suggestions are taken from all the members of IQAC for improvement and better implementation of various activities. The IQAC has also taken initiatives in achieving the following milestones in the college:

- Establishment of Botanical Garden, Nakshatra Vatika and Malav Sampada Museum.
- Development of College website.
- Institutional Students' satisfaction survey was conducted through Google form.
- Environment, Energy and Green Audit
- Academic and Administrative Audit.

Reviewing the quality of the institution's teaching-learning process through collecting and analyzing feedback from all stakeholders and acting upon them.

Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities.

- Various programmes were conducted with a view to sensitizing students on gender equity. Self defence training programmes were conducted for girls. Counselling is done to provide personal support to the female students is a continuous process. Girls common rooms are provided in each of the three campuses in the college. Besides these, the NSS and NCC have more than 30% girl student participation. Both the institutional units are actively involved in various activities promoting gender equity and sensitization
- The college celebrates national festivals like the Independence Day, the Republic Day, Gandhi Jayanti, Swami Vivekananda Jayanti, the Hindi Divas, NSS Day, NCC Day and also national and international commemorative days.
- The college takes a lot of initiatives to promote environmental consciousness both in the students and staff through activities like tree plantation, effective waste disposal system for solid and liquid waste and e-waste, use LED bulbs, constructing and maintaining small ponds for water conservation.
- The Campus is totally barrier-free; Ramps and special toilets have been provided in all the buildings.
- Environmental Audit, Energy Audit and Green Audit were carried out through government-approved agencies.
- Transparency and gender equity are maintained in admissions.
- The institution has a very safe, harmonious and peaceful environment for both the students and staff.
- No discrimination is allowed in the campus on the basis of gender, religion, caste, community or socio-economic status.
- Uniform dress code is in place.
- Moral values and constitutional responsibilities and obligations are inculcated in the students both through curricula and by organizing special lectures.

7.2 Best Practices

1. Morning Prayer & Assembly and Uniform Dress Code for students.

2. Opening up the large Sports ground for all the citizens of Shujalpur including students from other institutions to practise sports and games, morning walks, yoga, meditation etc. in the mornings and evenings.

7.3.Institutional Distinctiveness

The college administration considers its growth potential as its distinctiveness, owing to its locational advantage, i.e. its distance from all the big cities. The college is situated in a place where it can grow to become a good centre for quality education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAWAHARLAL NEHRU SMRITI GOVERNMENT POST GRADUATE COLLEGE, SHUJALPUR, SHAJAPUR
Address	City Mandi Road Shujalpur
City	SHUJALPUR
State	Madhya Pradesh
Pin	465333
Website	https://jnspgcollegeshujalpur.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rajesh Kumar Sharma	07360-244358	9425081367	-	hejnscshushg@m p.gov.in
IQAC / CIQA coordinator	Bhuwneshwe r Kumar Tyagi	07360-299701	8770731038	-	iqac.jnscollge@g mail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Madhya Pradesh	Vikram University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-08-1964	View Document
12B of UGC	01-08-1964	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
BCI	View Document	17-11-2021	36	

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	City Mandi Road Shujalpur	Semi-urban	18.29	10000

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,English	36	Higher Secondary	English,Hindi	30	5
UG	BA,English	36	Higher Secondary	English,Hindi	30	30
UG	BA,English	36	Higher Secondary	English,Hindi	30	0
UG	BA,English	36	Higher Secondary	English,Hindi	30	4
UG	BA,English	36	Higher Secondary	English,Hindi	32	12
UG	BA,Hindi	36	Higher Secondary	English,Hindi	307	307
UG	BA,History	36	Higher Secondary	English,Hindi	310	310
UG	BA,History	36	Higher Secondary	English,Hindi	29	9
UG	BA,History	36	Higher Secondary	English,Hindi	30	0
UG	BA,History	36	Higher Secondary	English,Hindi	30	4
UG	BA,History	36	Higher Secondary	English,Hindi	802	802
UG	BA,History	36	Higher Secondary	English,Hindi	85	85
UG	BA,Economics	36	Higher Secondary	English,Hindi	40	26
UG	BA,Economics	36	Higher Secondary	English,Hindi	90	90
UG	BA,Economics	36	Higher Secondary	English,Hindi	247	247
UG	BA,Economics	36	Higher Secondary	English,Hindi	30	16

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UG	BA,Geography	36	Higher Secondary	English,Hindi	163	163
UG	BA,Geography	36	Higher Secondary	English,Hindi	92	92
UG	BA,Geography	36	Higher Secondary	English,Hindi	40	34
UG	BSc,Botany	36	Higher Secondary	English,Hindi	861	625
UG	BSc,Mathematics	36	Higher Secondary	English,Hindi	416	200
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	1
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	1
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	9
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	5
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	15
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	16
UG	BSc,Computer Science	36	Higher Secondary	English,Hindi	429	260
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	8
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	4
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	25
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	1
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	1
UG	BA,Computer Science	36	Higher Secondary	English,Hindi	40	9

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UG	BCom,Com merce	36	Higher Secondary	English,Hind i	175	118
UG	BCom,Com merce	36	Higher Secondary	English,Hind i	769	466
UG	BCom,Com merce	36	Higher Secondary	English,Hind i	306	260
UG	LLB, Law	36	Graduation	English,Hind i	300	256
UG	BBA, Bba	36	Higher Secondary	English,Hind i	170	115
UG	BCA, Bca	36	Higher Secondary	English,Hind i	140	42
UG	BSc, Micro Biology	36	Higher Secondary	English,Hind i	250	89
PG	MA, English	24	Graduation	English,Hind i	110	82
PG	MA, Hindi	24	Graduation	English,Hind i	150	128
PG	MA, Econom ics	24	Graduation	English,Hind i	110	93
PG	MSc, Physics	24	Graduation	English,Hind i	130	51
PG	MA, Geograp hy	24	Graduation	English,Hind i	110	62
PG	MSc, Chemis try	24	Graduation	English,Hind i	90	66
PG	MSc, Botany	24	Graduation	English,Hind i	110	91
PG	MSc, Mathe matics	24	Graduation	English,Hind i	140	83
PG	MSc, Comput er Science	24	Graduation	English,Hind i	50	12
PG	MCom, Com merce	24	Graduation	English,Hind i	240	165
PG	MA, Public Administrati	24	Graduation	English,Hind i	80	46

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	on					
PG	MSW,Social Work	24	Graduation	English,Hindi	90	40
PG	MA,Sociology	24	Graduation	English,Hindi	150	135

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	7				1				27			
Recruited	4	3	0	7	0	1	0	1	17	10	0	27
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				18			
Recruited	0	0	0	0	0	0	0	0	10	6	0	16
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	7	0	0	7
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	11	2	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	3	0	0	3
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	0	0	4
Yet to Recruit				1

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	3	0	0	1	0	11	5	0	24
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	13	8	0	21
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	Others	Total
	0	0	0	0

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

Self Study Report of JAWAHARLAL NEHRU SMRITI GOVERNMENT POST GRADUATE COLLEGE,
SHUJALPUR, SHAJAPUR

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1990	0	0	0	1990
	Female	2772	0	0	0	2772
	Others	0	0	0	0	0
PG	Male	307	0	0	0	307
	Female	775	0	0	0	775
	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	811	647	558	452
	Female	849	659	533	430
	Others	0	0	0	0
ST	Male	41	26	14	16
	Female	37	22	14	13
	Others	0	0	0	0
OBC	Male	1285	1016	774	691
	Female	1917	1751	1361	1124
	Others	0	0	0	0
General	Male	535	429	317	264
	Female	727	611	491	423
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		6202	5161	4062	3413

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Jawaharlal Nehru Smriti Government Post Graduate College (J N S PG College) has always strived for a multidisciplinary approach in its academic activities. From the academic session, 2021-22 CBCS was implemented with the NEP 2020. The college has developed a language lab that is open to all disciplines. The third subject in graduation is Open Elective. Students can choose it from any stream of their choice. With the implementation of the NEP, the institution offers flexible and innovative curricula that include credit-based courses and field projects in the areas of community engagement and service, environmental education, and value-based courses towards the attainment of a holistic and multidisciplinary education. All the UG students have to opt for one vocational subject offered by the college and in addition, one field project is also essential for every student annually.
2. Academic bank of credits (ABC):	The new education policy (NEP)2020 works on the credit system. It is the prerogative of the university to maintain and manage the Academic Bank of Credits. Affiliating University (Vikram University, Ujjain) is in process of developing ABC. When it gets completed the institution would work accordingly. In addition, the college is also planning to develop its own system for maintaining ABC. Revision of curriculum has been implemented from the year 2021-22.
3. Skill development:	A number of vocational courses are available for the skill development of the students, offered under the NEP 2020 and implemented from the academic session 2021-22. Students have to opt for one vocational course. They have to appear for a written examination conducted by the University as well as a practical examination and its viva voce in the college by an external examiner. Most of the students have opted for Organic Farming, Personality Development, Digital Marketing, E-Accounting and Taxation with GST, Finance Services and Insurance, Salesmanship, Desktop Publishing (DTP), Web Designing, and Dairy Management.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge System includes knowledge of ancient Indian Wisdom, its contemporary relevance, and a clear vision of India's future aspirations with regard to education, health, and the environment. The institution revised its curriculum for students

	admitted in session 2021-22 and onwards, in which subjects related to the Indian knowledge system are available at due places as elective subjects. The college has also developed a 'Malav Sampada' museum of local findings and dialects which would be helpful for the students. Some add-on/value-added courses are also designed on the basis of the Indian Knowledge system.
5. Focus on Outcome based education (OBE):	The institution has well-defined Programme Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) on the institutional website, which are also available in the departments. Students are assessed as per OBE attainment tools, such as faring in internal exams, progression to higher studies, research, and employment in the same field.
6. Distance education/online education:	Madhya Pradesh Bhoj Open University conducts distance education in the State. This college is its learning centre for various Courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club is functional through Campus Ambassador Scheme under NSS. Electoral Literacy Club formed on Dated 23.11.2019 under NSS Programme officer as Nodal Officer, Associated NCC Officer, Professor-in-charge Red Cross, Professor-in-Charge Youth Festival and Sports Officer as members.
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?	Under Campus Ambassador Scheme one male and one female student are nominated as Campus Ambassadors for conducting electoral awareness activities in the institution. NSS Program Officer, who is suppose to be a faculty member works as Nodal Officer for the purpose. They work as per the directions of the District Election Office. ELCs are functional and spreading electoral literacy,
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	On every year 25th January observed as Voters' Day for registration of new voters who attain the age of 18 year on or before 01 January of the year. Campus Ambassador works for registration of voters. Collect duly filled registration forms verify and submit the same to District Electoral Office. Besides this NCC

<p>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.</p>	<p>cadets and NSS volunteers works as volunteers for assisting district election administration in conduct of polls. Most of the Faculty members work as master trainers at District/Assembly level who conduct SVEEP plan and awareness activities in campus and the surrounding areas. District Collector and District Election Officer facilitated Certificate of Appreciation to the Principal, all college staff and students conducting SVEEP plan amongst the voters.</p>
<p>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.</p>	<p>Street Plays, Rangoli competitions, essay competitions and awareness activities are conducted by the ELC members for students and people of the surrounding area.</p>
<p>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.</p>	<p>Motivation and registration of voters who attain the age of 18 years is done by the Campus Ambassadors. The process of registration of newly admitted students of above 18 years of age is underway and scheduled to be completed by 12th December, 2022.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6202	5161	4062	3413	2971

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 54

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	53	53	50	48

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
193.61	558.66	74.49	100.14	92.28

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:

Jawaharlal Nehru Smriti Government Postgraduate College is an affiliated college of Vikram University, Ujjain, and as such follows a pre-determined syllabus for UG set by the Department of Higher Education, Govt. of Madhya Pradesh through Central Study Boards and the affiliating university and for PG by the affiliating university. However, a number of faculties of the college contribute to the curriculum design by being members of the Boards of Studies of the affiliating university and the Central Study Boards.

The college ensures effective curriculum delivery through the following measures:

- By equitable distribution of syllabi among the faculties by the HODs within the department.
- By preparing departmental timetables and individual timetables for teaching.
- By preparing monthly/annual teaching plans at the start of the academic year.
- By maintaining daily teaching records for day-to-day monitoring of the syllabus. The daily teaching record is verified and endorsed by the Individual HODs and the Principal at the end of every month.
- By updating the knowledge through Faculty Development Programmes.
- By facilitating experiential learning through projects, internships, and fieldwork.
- By providing excellent library facilities in the form of printed books and also through providing access to a vast repertoire of national and international journals through N-List subscriptions, and e-books through its e-library facility.
- Using modern teaching pedagogy in classroom teaching includes lecture methods, and student-centric teaching methods such as group discussions, classroom workshops, and assignments.
- Use of ICT: The college has ICT facilities such as a smart classroom, a virtual classroom (live lectures centrally telecast by the Department of Higher Education for UG and PG students), projectors, and Wi-Fi facilities. During the pandemic, classes were conducted through platforms like google classroom, zoom, Google meet, etc, and through central broadcasting by the Deptt. of Higher education on television in remote areas where online network or facilities of ICT tools was unavailable to the students.
- Different teachers adopt one or more of the 13 prescribed modes for internal evaluation (CCE) making the process more analytical and exhaustive.
- Being an affiliated college the college follows the Academic Calendar issued by the Department of Higher Education, Govt. of M P at the beginning of every academic year which clearly delineates the schedules for teaching, examinations, semester breaks, and vacations, in order to ensure smooth and efficient functioning of its teaching and extra-curricular activities like sports events, youth festivals, national festivals, commemorative days, etc.
- Based on the Academic Calendar issued by the Department of Higher Education, a uniform timetable is prepared for Internal Evaluation (CCE). The Academic Council headed by a senior faculty member keeps track of the syllabi covered.

- For the purpose of conducting CCE, faculties prepare their schedule of teaching, class tests, and assignments in accordance with their allotted timetable keeping the academic calendar and planned co-curricular activities of the college in mind.

IQAC periodically monitors the coverage of the syllabus, quality of question papers and assignments, answer schemes, the progress of the lab sessions, etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 16

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 15.74

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
958	752	622	555	545

File Description	Document
Upload supporting document	View 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 into the Curriculum

Response:

The faculties of the institution are conscious of the significance of the Cross Cutting issues integrated into the curricula. Therefore, they take special care in instilling these issues, i.e., Moral values, Professional ethics, Gender issues, and Environmental consciousness, into the students so that they mold themselves as fair and responsible citizens. Moreover, some of these issues viz., Human values, Environmental consciousness have been introduced as mandatory Courses for all UG programmes. A detailed list of the units in which these issues are integrated into the syllabi is uploaded in additional documents.

In the first year of the UG programmes, the compulsory paper of the Foundation Course in the Hindi language includes a section viz; moral values. Also, Environmental Studies is an interdisciplinary foundation course for all the 2nd year and U.G programmes and Ist year NEP 2020. The course includes the study of natural resources with emphasis on renewable energy resources, the importance of conserving the present ecosystem, promoting biodiversity, perils of environmental pollution, and raising awareness on environmental and social issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 32.23

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

Response: 1999

File Description	Document
Upload supporting document	View 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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 82.3

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2693	2294	1866	1627	1374

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3340	2538	2389	2005	1701

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 51.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
986	755	658	574	475

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

2021-22	2020-21	2019-20	2018-19	2017-18
1869	1420	1343	1127	957

File Description	Document
Upload supporting document	View 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: 129.21

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 using ICT tools

Response:

JNS Govt. PG College has always been trying to cope with the latest methodologies in teaching pedagogy. The focus is on methodologies that enhance the interest of students in the core academic values of the subject and with the applicatory part.

Undergraduate & Postgraduate Classes:

Experiential learning through projects is already a part of the curricula of all P.G Programmes, and in the new education policy, it is also incorporated in all U.G. Programmes. Students are allotted projects, and they must work for stipulated hours on the project and submit a project report. On campus, projects are monitored and completion certificates are provided by the concerned faculties whereas off-campus projects are certified by the host organization. In other courses of UG, experiential learning is in the form of projects as part of the syllabi.

Participative Learning

Every programme has its own study groups and study circles to promote participative learning. **Whatsapp study groups, Google classroom, Groupmails, Mindmapping, etc.** are used to involve students in the learning exercise. The College library has enough space for students where they can share interdisciplinary study materials among themselves. Students are also involved in finding out answers to problems related to their syllabi, which have applicatory parts too like gender issues, energy and environmental issues, legal issues, and all types of contemporary issues.

Experiential Pedagogical Methods:

Some of the problem-solving approaches used by the institution are:

1. Compulsory projects at the PG final semester and all programmes at the UG level in the NEP 2020.
2. Seminars and Tutorials
3. Assignments
4. Lectures thorough industry experts
5. Field Trips
6. Industrial visits
7. Classroom/Departmental workshops in PG departments.

The college has moderate infrastructure available for ICT in the form of a smart classroom, virtual classrooms, and classrooms equipped with devices like multimedia Projectors, and Wi-Fi connectivity through high-speed internet connections. The college has always been striving hard to augment its ICT infrastructure to cope with the latest technology as well as the ever-increasing student strength. The college has gradually incorporated ICT tools in the teaching-learning process. The teaching faculties of the college make optimum use of the ICT tools in the institution for effective teaching-learning process.

In recent years there has been a paradigm shift in the teaching-learning process in higher educational institutions owing to various reasons. Rather than innovations, it has become a compulsion to use the available technological platforms for teaching-learning. Teachers now use Google classroom, Google Meet, WhatsApp groups, **and** email as teaching-learning platforms. Many faculties use powerpoint presentations for interactive teaching experiences. The department of higher education has launched an open platform for online learning of students on its website, on which a lot of e-contents are available in all subjects. The teachers continuously train and encourage the students to learn through these platforms.

Peer academic activities are also carried out through the use of ICT. The college also uses ICT for evaluation support through the generation of quizzes in Google forms and Google docs. Academic activities are shared, and participative learning is practised through Google docs, Google sheets, and Google slides.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 98.05

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
53	53	53	50	48

File Description	Document
Upload supporting document	View Document

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

Response: 52.78

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	30	19	20

File Description	Document
Upload supporting document	View Document
Institutional 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:

Comprehensive Continuous Evaluation (CCE) is basically a continuous evaluation of the students during the entire programme. The teachers have the flexibility to use any of the following modes which are chosen as per the need of the subject and evaluation.

The prescribed CCE modes for UG and PG are:

Quiz, Assignment & its Presentations, Class-Teaching, Group Discussion, Group Talk, Poster/ Chart/Model Preparation, Individual/Group Mini-Project Work, Report-Writing, Study of the work or biography of the Scientist/Author/Writer/Entrepreneur, Innovation in practical work

Mechanism of internal assessment

The time schedule of CCE is given in the Academic calendar which is displayed well in advance before the commencement of each session. Two CCEs are conducted in the undergraduate Courses in one academic year, which have an annual system. For PG, one CCE per Semester is the norm prescribed by the university.

All the records and data related to CCE are preserved by the teachers for academic audit. This includes attendance of students, question papers, valued answer sheets/ copies/ assignments/ projects/ Research Papers/summary of marks, etc.

To make the internal assessment process transparent, the following steps are taken

Overall evaluation of the UG and the PG students comprises internal evaluation which carries 20% marks, external theory examination of 80% marks and for those subjects which have practical classes, practical examinations have 33% weightage of total marks. Theory examination is conducted and evaluated by the affiliating university and practical examination is conducted in the college under the supervision of an external examiner appointed by the University. Only internal evaluation is done by the respective departments of the college. Also, the college has instituted a support system for helping them get their external examination-related grievances redressed as quickly as possible through liaisoning with the University.

Grievance related to Internal Examination

After valuation, marks are shown to the students by the respective faculty member. In case of any grievance, students are given fair chance to go through their valued answer sheets; answer sheets are shown to all the students, and answers are also discussed in the class. The grievances filed by the students are always addressed to their satisfaction. Once the students are satisfied with the valuation of their CCE modes, they are advised to put their signatures on result sheets.

If a student misses his/ her internal examination because of any genuine reasons --personal or because he/she is preoccupied with some extracurricular activities like sports/youth festivals, NCC/NSS camps, etc., special internal examinations are conducted for such students, provided the students submit the application with proof explaining the cause of his/her absence from the CCE. Also, a second chance is given to students who wish to improve upon their CCE scores. A student who is still not satisfied can approach the concerned HOD, who can intervene and take help from some other faculty too. If still grievance persists the student can approach the Principal for grievance redressal. The decision of the Principal is final and binding in such cases.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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 and attainment of POs and COs are evaluated

Response:

The college takes full care that the intended course outcomes are fully achieved by a student on completion of the Courses prescribed in each programme.

The IQAC has devised a robust mechanism to communicate with all the concerned stakeholders like Students, Teachers and parents about the Course outcomes and Programme outcomes for all programmes.

The Programme and Course outcomes offered by the college are displayed on the institutional website which is accessible to all the stakeholders. Also, soft copies of the outcomes are available in the department for the faculties and students to go through if they so wish. Students are also advised to go through the POs and COs given on the website.

The college, being an Affiliated college, focuses on Curriculum Enrichment and Execution. Learning outcomes specify what the graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The attainment of the PSOs and COS are evaluated on the basis of the results of the internal and external evaluation. The student progressing to the next level of academic programmes and/or research work, and also attaining the same professional fields will further strengthen the fact that he/she has attained the intended outcome of the programme.

The college prescribes and monitors the teaching methodologies required for the attainment of the intended Programme and Course outcomes of different programmes. Teaching methods, guided by such a framework include lectures, practical and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended group or individual projects, activities designed to promote the development of subject knowledge and skills; and internship and visits to field sites, and industrial or other research facilities etc., as the case may be.

Progress towards achievement of learning outcomes is assessed using the following:

- Time-bound examinations; closed-book and open-book tests (End Semester and annual examination)
- Problem based assignments (Internal examination mode) Team project reports (Internal examination mode)
- Oral presentations, including seminar presentation, viva voce (Internal examination mode)
- Practical assignment/ laboratory reports & observation of practical skills (Practical examination), experiential learning through both group and individual projects and assignments.

Tools used for measuring achievement of Learning Outcomes:

- Results of the internal and external examination.
- Progression to higher studies such as Postgraduate programmes, Research Programmes,
- Placements in the respective fields,
- And self-employment, monitored and recorded through alumni tracking.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 88.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
1442	1431	989	685	565

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

2021-22	2020-21	2019-20	2018-19	2017-18
1670	1434	1010	865	767

File Description	Document
Upload supporting document	View 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: 3.58

File Description	Document
Upload database of all students on roll	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: 2.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.0	1.0	0	.29	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The college is a major teaching institution in the region having 6 UG Programmes and 14 PG Programmes, comprising 21 departments. It has always stood for encouraging and promoting an ecosystem for innovation among the faculty and students. This spirit of innovation remains inherent through various activities for the creation and transfer of knowledge. Activities to gear students up for the life ahead and transform them into responsible, well-established citizens with moral values and professional ethics are being conducted by various departments.

The following activities were organized during the assessment period: -

1. Expert Lecture: In order to give more exposure to the students in their subjects, all the Departments of the college organize expert lectures in their respective subjects. These expert lectures enhance the understanding of the students towards a particular subject, give them insight and provide in-depth knowledge. Both students and teachers also get exposure to new updates in these lectures. These expert lectures also create an appropriate atmosphere for the teaching-learning process in the college.

Above all our Institution provides a healthy atmosphere, infrastructure, resources, and confidence for the enhancement of the capacity and competencies of students and teachers in academic, research, and

innovative activities. Innovative activities such as field projects and assignments are student-centric. Various activities are conducted to nurture and nourish young minds. These activities help the students understand the various problems faced by society and enable them to find out solutions. Activities are also conducted to develop leadership qualities, various skills, and abilities for planning and execution.

Workshops and seminars are conducted on ICT which have proved helpful to the students. It has raised their confidence and expanded their horizons of creativity.

Some of our faculty members are research guides. They encourage students and teachers to undertake research activities. Two faculty members have completed minor research projects during the assessment period, funded by various government agencies. It is a usual practice of the institution to allow admissible leave facilities to the faculties and other staff to attend seminars, workshops, training programs, etc.

Adequate provision is made for libraries to procure books and journals and it provides access to about 3000 e-journals through N-List subscription. The library is fully automated with Soul 2.0 software. The college also has an E-Library with a subscription to 143 e-books, where students are free to access e-journals and e-books. This is helpful for the creation of knowledge. The Central Library also has also reprographic facilities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	07	02	07

File Description	Document
Upload supporting document	View 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: 0.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	00	01	05

File Description

Document

Upload supporting document

[View 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: 0.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	18	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

During the assessment period, the institution organized a number of extension activities in the neighborhood community with a view to sensitizing students to social issues and their holistic development. The students of the college actively participated in social service activities leading to their overall development. The college has a very active NSS unit of 100 volunteers and an NCC unit of 53 cadets comprising boys and girls. The college also has a Red Ribbon Club which has done commendable work in the field of spreading AIDS awareness. Through these units, the college undertook various extension activities in the neighborhood community during the assessment period. Every year the NSS unit organizes a residential camp in a chosen village with a particular theme.

Several extension activities were carried out by NSS volunteers addressing social issues which included Social Awareness Rallies, *Swachha Bharat Abhiyan* (Clean India Campaign) Tree Plantation Drives, Water Conservation through the construction of check dams, Social Interaction, Group Discussion, Superstition Eradication Campaigns, Campaigns on Environmental Awareness, Women Empowerment, Equality, and National Integrity, Cashless Economy, Disaster Management, AIDS Awareness, Blood Donation Camps, The NSS students also interact with the villagers regarding social issues. They conducted surveys to collect information on their basic amenities.

The college has an NCC unit under 4 MP Bn NCC, Bhopal with 53 cadets comprising both boys and girls. It aims to develop qualities of patriotism, discipline, leadership, character building, the spirit of adventure, and the habit of self-service among the students. The NCC unit of the college organized various extension activities in the college during the assessment period, viz, Tree Plantation, Road Safety Awareness, Awareness campaigns against Female Foeticides, Run for Unity, *Swachha Bharat Abhiyan*, National Equality Awareness, Plastic Eradication, Water Conservation, etc.

Apart from NSS and NCC units, all the departments of the college are also conscious of their responsibilities for shaping students into responsible citizens of the country. Special Cells such as Red Ribbon Club, Red Cross Cell, and Department of Law also have organized various programs i.e. Environmental Awareness, Personal Health and Hygiene, Diet Awareness, Road Safety, Tree Plantation, Cleanliness Drive, Awareness campaigns about Soil and Water conservation, Yoga Day, Women's Day, Voters awareness, Blood Group Detection, Health Check-up camps, Blood Donation Camps, Dental Checkup Camps, etc. All these activities have had a positive impact on the students as they have developed student-community relationships, leadership skills, and self-confidence. It also helped in manifesting the hidden capabilities of students and created self-awareness among them.

The details of extension activities organized by the NSS and NCC units of the college during the assessment period are uploaded in the additional documents.

File Description	Document
Upload Additional information	View Document

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

Response:

The NCC, NSS, and Red Cross units of the college have been actively involved in various extension activities of social significance. Many awards have been received by the college for extension work.

Details of the awards and recognitions are given in the supporting documents:

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

S.N.	Name of the activity	Name of the Award/ recognition	Name of the Awarding government body
1	Blood Donation	Golden Book of World Record	Red cross society and District Administration
2	Commendable Contribution to Service	DG NCC Commendation Card	Director General of NCC
3	Blood Donation	Appreciation	Red cross, district, and state government
4	Local election	Appreciation from the district collector	District Administration
5	Blood Donation	Appreciation	Red cross, district, and state government
6	Commendable Contribution to NSS in Different Years	Nss award	State government
7	Blood Donation	Appreciation	Red cross, district and state government
8	Blood Donation	Appreciation	Red cross, district, and state government
9	National Service Scheme (NSS)	Nss award	State Government Madhya Pradesh
10	Departmental Introductory Training Program	Second Prize in Departmental Introductory Training Program	Academy of Administration and Management, govt of Madhya Pradesh
11	Commendable Contribution to NSS in Different Years	Nss award	State government

12	COVID CARE CENTER IN APPRECIATION FROM THE DISTRICT COLLECTOR	District Administration
13	Commendable Contribution to NSS in Different Years	STATE GOVERNMENT
14	Commendable Contribution to NSS in Different Years	STATE GOVERNMENT
15	Commendable Contribution to NSS in Different Years	STATE GOVERNMENT
16	Commendable Contribution to NSS in Different Years	STATE GOVERNMENT

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 27

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	05	07	02

File Description	Document
Upload supporting document	View 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: 09

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The college is working based on a vision to provide the best possible infrastructure, both physical and learning, for the teaching-learning process. Augmenting the infrastructure is a continuous process in the college to catch up with the ever-increasing student strength of the institution.

Infrastructure augmentation is managed by the College Infrastructure Development, and Building Maintenance Committee constituted by the Principal. The college ensures adequate facilities and optimum utilization of physical infrastructure through faculty-wise time management. The policy of college policy for infrastructure development is shown in the diagram uploaded in the Additional documents.:

The College is spread over a campus area of 18.29 acres out of which over 10,000 Sq. Mtrs. the built-up (constructed) area is used for teaching-learning and academic and administrative purposes. There are a total of 52 spacious lecture rooms, 8 laboratories, a language lab, a seminar space, and a cultural room available with basic amenities, and a heritage centre named 'Malav Sampada' displaying the local culture and heritage.

UG and PG laboratories – Physics, Chemistry, Botany, Computer Lab (2), Geography, and UG labs- Zoology and Microbiology, are available in the college. There is a Virtual Class and also an English Language Lab available.

1. The total financial outlay for augmentation of the physical and Learning infrastructure during the assessment period stands at Rs.1530.13 Lakh

I. Buildings

(A) Government Funds (Total Rs.1278.31 Lakh)

- Botany Lab
- Zoology Lab
- Boundary wall
- New College building (Atal Bhavan)

(B) Janbhagidari + District Planning Board (Total Rs. 96.28 Lakh)

- Computer labs (two),
- First floor- two classrooms
- First floor-two classrooms
- Verandah (G+1)
- Porch (G+1) with two rooms
- Two toilet blocks & Block Paving

(C) World Bank Scheme (MPHEQIP)

- **Augmentation : Rs.20.98 Lakh**

(D) ICT and other learning infrastructure : Rs. 99.99 Lakh

II. Furniture

World Bank : 20.66 Lakh

III. Lab equipments

World Bank : 13.91 Lakh

The college now has adequate physical infrastructure in terms of classrooms, laboratories, library, conference room, Principal's chamber, Office room, Canteen, Open space for assembly, cultural and other programs, parking space, and canteen space.

2. Learning Infrastructure:

During the assessment period, the college library has -

- added to its stock 5447 books.
- set up an e-library with 143 e-books.
- completed the automation of the library with Soul 2.0 software.

3. ICT infrastructure:

As regards the ICT infrastructure, the college has a combined Virtual Classroom-cum-smart classroom. It has a total of 86 Desktop computers for students, 26 Printers, and 18 LCD projectors with internet facilities for academic use. The college also has a few synchronized classrooms.

4. Sports Infrastructure:

The college has the largest sports ground in the district of Shajapur with an area of 3 hectares. It has an athletic track of 400 meters, and facilities for football, cricket, basketball, volleyball, handball, kabaddi, badminton, kho-kho, and two sets of open gym. It also has indoor games facilities like table tennis, chess, and wrestling and a mini gym.

In addition to this, the college has spent Rs.82.23 Lakh on renovating the existing science building.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 19.26

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
23.32	18.96	21.98	66.29	65.72

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The college has a spacious library as the main learning resource center, and all 14 PG departments have their own departmental libraries. The Central Library is fully automated using Soul 2.0 software in 2012 and is also Wi-Fi enabled. The college has also an E-Library. The college library provides access to books to all the enrolled students and faculty members. The seating capacity of the library reading room is 40. There are 48052 books in print, and 143 e-books available in the library. 17 computers have been installed in the e-library and language laboratory which are presently combined. The online access module of the database subscription (N-List) is available to faculty members and students.

The college has installed a heritage corner in our library for the students with our culture and heritage. Though our institution is not a research center, some of the faculty members are research guides, and presently five scholars are pursuing their Ph. D. research work under them. For motivational purposes towards research, in our library, copies of Ph.D. theses of the faculties and their scholars, thesis valued by the faculties as well as research projects undertaken by them are available to students for reference.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

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

Response:

The institution is committed to providing the best possible modern teaching-learning facilities to its students. Therefore, it always strives to update itself with technological innovations in the country and the world at large. In the pre, during, and post-pandemic periods the college has been augmenting its IT infrastructure to the best of its capacity. Currently, the college has the following ICT facilities:

- 86 Desktop computers for the use of students, in the two computer labs and various departments. It has 19 LCD projectors, with an internet connection.
- 01 smart classroom having facilities of LCD projector, Electronics podium, Visualizer, Interactive board, Sound system, one Desktop Computer, Television, Speaker etc.
- All 14 PG departments have Desktops and Printers, Projectors, and internet facilities.
- In addition 04 Desktop computers with internet facility, and 02 printers are available in the administrative block.
- Overall 08 internet connections with a speed of 200 Mbps per connection currently exist in the college.
- Campus WiFi
- CCTV Camera surveillance in the Science building.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 72.12

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

Response: 86

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 23

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)

2021-22	2020-21	2019-20	2018-19	2017-18
66.33	55.15	52.51	33.85	26.56

File Description	Document
Upload supporting document	View 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 Government and Non-Government agencies during last five years

Response: 77.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
4777	4195	3158	2514	2318

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 25.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
1744	1383	1030	871	558

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4 The Institution has a transparent mechanism for timely 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. Any 3 of the above

File Description	Document
Upload supporting document	View Document

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: 33.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
413	222	479	407	212

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

2021-22	2020-21	2019-20	2018-19	2017-18
1442	1431	989	685	565

File Description	Document
Upload supporting document	View 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 (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 85

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
22	0	2	7	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	0	2	7	4

File Description	Document
Upload supporting document	View 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: 54

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	15	21	8

File Description	Document
Upload supporting document	View 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: 27.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	0	27	45	27

File Description	Document
Upload supporting document	View 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:

The College has a registered Alumni Association bearing registration no. 07/36/06/16735/20 with Asstt. Registrar (Firm and Societies), Ujjain (M.P.). The Association was registered in the year 2020. The Alumni Association of the college contributes to the development greatly by means of continuous interaction with the college administration and extends valuable suggestions and support in all the activities of the college. Although efforts for the financial contribution of the Association is only just being initiated since it was registered just a year back, it contributes in the form of its members being part

of various committees of the institution such as the Janbhagidari Samiti and IQAC. There are many eminent alumni of the college adorning top positions in the fields of Politics, education, judiciary, and others. A list of eminent alumni of the college is appended.

The members of the alumni association take great interest in every aspect of the development of the college. Shri Inder Singh Parmar, Hon'ble Minister of State for School Education (with Independent Charge) and General Administration, and Hon'ble MLA, Shujalpur, an alumnus of the college, remained the Chairperson, Janbhagidari Samiti from September 2009 to September 2012. He initiated the greenery drive in the college and was instrumental in planting more than five hundred trees on the college premises. Shri Parmar is still involved in all the activities of the college, and with his initiative, the college has recently got 35 desktop computers as donation from various entrepreneurs under Corporate Social Responsibility.

Another alumnus of the college, ShriJaswant Singh Hada, Hon'ble Ex-MLA, Shujalpur, and the Chairperson of the Janbhagidari Samiti from August 2015 to September 2018 also took active interest in infrastructure development. With his initiative, the college could get a new college building sanctioned by the State Government at a cost of Rs.12.37 crores, two laboratory buildings (Botany and Zoology) at a cost of Rs.27.68 lakhs, and the remaining portion of the Boundary wall costing 13.63 lakhs. Shri Hada also liaised with the District Administration and could get sanctioned an amount of Rs.48.37 lakhs for various infrastructural projects such as classrooms, porches, paver blocks, and toilet blocks from the District Planning Board.

Apart from this, among the alumni of the college, there are many advocates practising in Shujalpur, who, at the request of the college, is always ready to deliver lectures to the law students of the college. And five of the senior faculties and many other faculties presently working in the college are also the institution's alumni.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Our Vision:

To strive towards turning the college into a leading center for higher education offering a blend of general and professional Programs and Courses with a view to producing employable and entrepreneurial graduates, while ensuring social and gender equity as well as developing environmental consciousness.

Our Mission:

- 1.To provide maximum opportunities for employment to the students belonging to socially and economically backward communities.
- 2.To open up need-based and modern avenues of higher education with consistently good quality.
- 3.To ensure women's empowerment in the areas of employment/entrepreneurship.
- 4.To inculcate in the students a feeling of national pride, moral values, gender sensitivity, and environmental consciousness.

JNS Govt. PG College, Shujalpur has always been striving to fulfill its vision and mission through its policies and strategies for the last many years.

The college prepares its future plans and strategies keeping in mind its stated vision and mission. The college has tremendous growth potential both in terms of student strength and opportunities for offering more and more programs.

About eighty percent of the students enrolled in the college are from socially and economically backward communities. Also, the percentage of girl students enrolled in college, on average, stands at about 60% of the total enrolment for the last five years. The future growth of the college lies in its endeavor to turn it into a center for higher learning for the students of these sections.

Thus the future plan of the institution is focused on opening more and more professional Programmes and Courses so that the students of this region, particularly, girl students and those from economically backward sections would not be required to go to bigger cities for higher education. In the last five years, the college started two self-financing PG Programmes and obtained N.O.C. from the State Government to start B.A . LLB five-year Integrated Program and a two-year LLM Program. These programs will be offered starting from the academic year 2022-23 in a phased manner.

Many major areas of the college administration are decentralized for effective and timely implementation of decisions. There are several committees formed by the Principal for different tasks.

A major project taken up by the college in the recent past is development of its own website. For the

last many years, the college was sharing its cyber space with the Department of Higher Education, M.P. Owing to the heavy load of data, the college could never have enough data space for uploading various reports about the institutional activities. In 2020-21 the IQAC of the college mooted a plan to develop its own website and a proposal was submitted to the Principal who approved the same in principle. The same was in turn placed before Janbhagidari Committee, and the fund was approved. The project was initiated by a subcommittee of IQAC and successfully completed and was officially launched on 30th December, 2021. This case provides evidence in the participative management and decentralization.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Since the college is a State Government institution functioning under the Department of Higher Education, Govt. of M.P., it is governed by the government's statutes and policies framed from time to time. At the institutional level the administrative head is the Principal.

Under the Principal are placed:

1. IQAC as the controlling Cell for all the quality related activities of the college.
2. For Academic activities- Professors as Heads of the Departments, Associate Professors, Asstt. Professors, Temp. Full time Faculties, Lab Technicians, and Lab Attendants.
3. Non-Teaching

a. Support Services - Librarian, Asstt. Librarian, Sports Officer, Prof.-in-Charge- NCC, NSS Coordinator.

b. For Administrative functions- Head Clerk, Accountant, Lower Division Clerks, Peons, Watchmen, Sweepers.

Various committees are constituted by the Principal at the beginning of every academic year. These committees comprising faculty members and administrative staff are involved in the planning and implementation of academic as well as developmental activities. An optimum level of decentralization through departmental systems and participative decision-making process is in practice. The Principal executes all academic and administrative plans and policies with the help of various committees such as:

1. Staff Council

- 2.IQAC
- 3.Purchase Committee
- 4.Academic Council
- 5.UGC Planning Board
- 6.MPHEQIP (World Bank) Committee
- 7.Library Committee
- 8.Admission Committee
- 9.Internal Audit Committee
- 10.Fees Determination Committee
- 11.Swami Vivekanand Career Guidance and Placement Cell
- 12.Sports Committee
- 13.Youth Festival Committee
- 14.Cultural Committee
- 15.Scholarship Committee
- 16.Grievance Redressal Cell
- 17.Sexual Harassment Redressal Committee
- 18.Disciplinary Committee
- 19.Anti-Ragging Committee
- 20.RTI Committee
- 21.CM Help Line Cell

The service rules, procedures, appointment and promotional policies, and rules for classes I, II, III, IV, and temporary faculties are in accordance with the norms of the Department of Higher Education, Government of M.P., and UGC.

In addition to the above, a management body also functions in the college viz., *Janbhagidari Samiti* (PPP Model) which is a statutory body constituted under the M.P. Firms and Societies Act 1973. It is entrusted with and empowered to take final decisions on the utilization of funds collected from students in the form of development fees, and fees for self-financing programs. All the self-financing academic activities including the appointment of faculties and other staff for such programs are managed by the Janbhagidari Samiti. The chairman of the Janbhagidari Samiti is a government nominee and the members are from all walks of life viz., educationists, industrialists, administrative personnel, parents, and also two faculty members and an alumnus. The Principal is the Member-Secretary of the Janbhagidari Samiti, responsible for the effective utilization of funds duly sanctioned by the Samiti.

Appointments to all sanctioned regular posts are done by the government through State government recruiting bodies like Public Service Commission. The Janbhagidari Samiti is empowered to appoint teachers for self-financing programs and subjects following UGC norms and fixing their salaries.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college has the following welfare measures for its Teaching and Non-teaching staff:

1. Medical Reimbursement Facility
2. GPF / EPF facility
3. Gratuity to all regular staff.
4. House Rent allowance.
5. Leave encashment facility at the time of retirement.
6. Pension benefits for all employees appointed as on 31.12.2004 and NPS for all regular employees appointed on or after 01.01.2005.
7. Refundable/Non-refundable PF withdrawals to all regular staff.
8. Group Insurance Scheme for all regular staff.
9. Compassionate appointment of the wards of employees in case of his/her unfortunate demise while in service.
10. Uniform allowance to all regular Class IV employees.
11. 45 days of summer vacation or 30 days of compensatory Earned Leave, 13 Casual Leave, and 10 Commuted full pay Leave per annum.
12. 6 months maternity leave for women.
13. 730 days child care leave for women in the whole career but restricted to 90 days in a year.
14. Two years of Study Leave for the faculties in the whole career.
15. Paid Academic Leave for attending Faculty Empowerment Programmes like Refresher Courses, Orientation Programmes, FDPs, Academic Conferences, Seminars and Workshops, Ph. D. Viva-voce, etc.
16. Time-bound gradations and promotions for Faculties, Librarians, Sports Officers, and other non-teaching staff.

The system of annual performance appraisal is in place as per the rules of the Department of Higher Education, Govt. of M.P. The Department has prescribed formats for the appraisal of the teaching faculties, Librarian, Sports Officer, and other staff members separately. The prescribed proforma for the appraisal of the faculties is in tune with the UGC's Academic Performance Index (API) format. The modus operandi of the format is as follows:

1. The self-appraisal part is filled out by the employee in detail and is submitted to the IQAC.
2. The same is verified by the IQAC Coordinator.
3. It is endorsed by the Head of the Institution (Principal) and is forwarded to the Additional Director, HE.
4. After due ratification by the Additional Director the same is forwarded to the Commissioner, HE.
5. The Commissioner finally approves the recommendations of the appraisers.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	View 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), professional development /administrative training programs during the last five years

Response: 42.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	49	20	1	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	14	14	14	14

File Description	Document
Upload supporting document	View 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:

The Office of the Accountant General, Madhya Pradesh, (AGMP) Gwalior, is the sole authority to audit its annual financial accounts. However, by an order(No.115/Aushi/Pension/2014 dated 16.12.20014) the State government has permitted the institution to get the yearly Accounts audited regularly by a CA and send the Audit Report to the government. But all the accounts have to be kept ready for auditing by the staff from the AGMP, Gwalior, as and when they visit the institution. The last audit by the AGMP Staff was in the year 2003. Accordingly, the college gets all types of accounts regularly audited by a CA every year and the report is sent to the government. The college has automated the accounting system using Tally Software since the financial year 2019-20.

There is fund flow from various sources in the college for different fields of expenditure. There are Plan funds for specific purposes and projects and non-plan funds for regular, recurring expenditure, which are as follow:

(1) State Government:

- 1.Non-Plan Funds – From the State Exchequer for salaries, allowances, and other recurring expenditures which are drawn from the Global Budget through treasury transactions.
- 2.Plan Funds– (a) State Exchequer – for specific projects like buildings, and other learning infrastructure development, also through the treasury.

(2) MPHEQIP in Collaboration with World Bank : plan-funds for Infrastructure Development.

(3) UGC: Plan Funds- Development Grants received on a Five-year Plan basis.

The funds are sanctioned for areas such as buildings, equipment, books, ICT infrastructure, academics, and maintenance of existing facilities. The grants are sanctioned based on the institution's proposals submitted

on the UGC's prescribed proforma. However, after the twelfth five-year plan, UGC Developmental grants have ceased coming.

1. Janbhagidari:

(a) Non-Plan – Fees collected from Self Financing Programs & Courses – Utilized for salaries of teaching for the self-financing Courses and programs and other related expenses.

(b) Plan – Development Fees collected from students – Utilized for infrastructure development.

(A detailed chart of Fund-mobilization and utilization is given in the Additional Information).

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

Under the aegis of IQAC, the following initiatives were taken in the last five years:

1. Augmenting the ICT infrastructure.

2. The college could establish an E-Library with 17 computers using funds sanctioned by the State Government.

3. An English Language Laboratory was established.

4. Taken initiative in ensuring sufficient internet connections in the college. The college subscribes to 8 (eight) BSNL Fibrenet connections of 110 Mbps connecting almost all the departments and offices which ensures the smooth functioning of all E-Governance, campus WIFI, and ICT-enabled classrooms.

IQAC was instrumental in establishing a smart classroom in 2017.

In addition to the above, in order to enhance the quality of the institution in all spheres, various quality assurance strategies initiated by the IQAC of the institution are as under:

General:

1. Regular meetings of IQAC are conducted under the chairmanship of the Principal with clear agenda. Suggestions are taken from all the members of IQAC for improvement and better implementation of various activities.
2. All the faculty members are encouraged and extended support by providing academic leave to participate in Orientation, refresher courses, Workshops, Seminars, and conferences related to the teacher-learning process and research.
3. The college also provides a platform for the students to participate in intra-college and inter-college level competitions in debates, elocutions, writing essays on various general topics of national importance, and seminars. They are also awarded certificates and medals for such participation.
4. Academic year-wise, many programs were organized in the college under the aegis of the IQAC as per the list uploaded in the Additional Information.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The institution has a five-year **Action Plan** to support and serve gender equity and sensitization. The plan emphasizes more and more activities and infrastructure for women on the college campus. Lectures, workshops, skill development courses, and self-defense training were planned and achieved so far accordingly. The Institution's Women Cell and Grievance Committee are constantly working towards the betterment of female students. To strengthen women's empowerment on the college campus female students are also provided with self-defense techniques. Recently a self-defense training was conducted for female students in which more than hundred female students were benefitted.

Periodic counseling is done to provide personal and professional support to female students. Recently, workshops were organized on stress management, health, and hygiene issues in women. Several female students and staff members attended the workshop and took advantage of the discussion. Moreover, fifteen of our female students were given training this year under the Deen Dayal Upadhyay Gramin Kaushalya Yojna (DDUGKY) project and were provided assistance for their professional growth.

There is a need for personal space, especially for young women in order to interact, discuss sensitive and personal issues with each other, and also rest if and when needed. Our college being a co-educational institution has recognized the need for this special personal space for girl students, and has provided a separate room for the purpose. Girls' Common Rooms are available in all the three blocks of the college premises with basic amenities. Sanitary napkin incinerator and Napkin vending machines are available in girls toilets/ common rooms. These rooms provide a safe resting space for our female students if need be. Besides these, the NSS and NCC have more than 30% girl student participation. Both institutional units are actively involved in various activities promoting gender equity and sensitization. The institute also practices "Kanya Poojan" in every official programs to strengthen the "Beti Bachao Beti Padhao" scheme.

The college celebrates national festivals like Independence Day, Republic Day, Gandhi Jayanti, Swami Vivekananda Jayanti, the Hindi Divas, International Women's Day, NSS Day, NCC Day, International Environment Day, Madhya Pradesh Establishment Day, Constitution Day, etc. so that the students become aware of the importance of these festivals and the purpose behind their celebrations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

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

Response:

The college has a free and harmonious environment for all students irrespective of their gender, religion, caste, linguistic background, community and socio-economic status. The admissions are centralized and on the basis of merit through a transparent digital software. Within the campus also all academic activities and welfare schemes are done on the basis of eligibility based on the criteria prescribed by the government from time to time. No discrimination is allowed in the campus on the basis of gender, religion, caste, community or socio-economic status. The college instituted the uniform dress code system from the year 2011-12 with a view to removing the socio-economic differentiations among students within the campus. Many welfare schemes like Pratibha Kiran, Gaon Ki Beti and Central Sector Scholarships run in the college are purely based on the academic merit of the students and provide support to the needy. Further, books are distributed free of cost to the SC/ST students, under Book Bank Scheme.

The compulsory Foundation Course in the first year of graduation has a paper on 'Moral Values' which is taught to first-year students in all faculties. In addition to the above, students are given lectures by various teachers in the classrooms and other social programmes. On National Festivals like Independence Day and Republic Day, students are enlightened with the history of India's freedom struggle and the martyrdom of

many for attaining the country's freedom. They are also made aware of the importance of being patriotic and the necessity of nation-building. The students are also motivated through lectures and other initiatives like Swachhata Abhiyan Pakhawada (Cleanliness Campaign Fortnight) on campus. The NSS and NCC units of the college organize a voters' list updating programme for the students in order to encourage them to exercise their franchise. The NSS unit of the college organizes Driving Licence campaigns on the college campus. Blood donation camps and Voters' awareness programmes are also conducted by the NSS and NCC units of the College. Students of the college are also trained to control traffic on the road in order to help the local traffic police during special events and gatherings. The Law department has organized several extension lectures, webinars and awareness programs for students and common people in order to help them understand the various laws available to them. Various committees are established annually to take care of the above-mentioned institutional activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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 NO. 1

1. Title of the Practice

Morning Prayer Assembly & Implementation of Uniform Dress Code for the Holistic Development of Students

2. Goal

With "Morning Prayer Assembly" the college administration aims to inculcate a sense of discipline, and punctuality in the students so that they grow up to be responsible citizens. It also offers a platform for information exchange among students and staff. The goal behind the implementation of the Uniform Dress Code among the students is to inculcate the feeling of equality irrespective of their social and economic status in society. Secondly, it helps in maintaining discipline among them. It also helps the college administration to distinguish outsiders from students.

3. The Context

The morning assembly of students, teaching, and non-teaching staff gives an opportunity to acquaint everyone with the happening around and any planned activity for the day. The national anthem and the State song of Madhya Pradesh are sung during the assembly which instills a sense of patriotism among in

the students and staff. The implementation of a Uniform Dress Code for students was done after long deliberations among the staff members and the members of Janbhagidari Samiti since most of the colleges- both government and private - had not been able to adopt any such practice.

4. The Practice

Morning Prayer Assembly was started in session 2011-12. After the National Anthem and the State song of Madhya Pradesh, students are given important information regarding various activities of the college. For the male students grey-colored trousers and sky-blue-colored shirts, and for female students sky blue-colored salwar and grey-colored kurta were prescribed. The students are required to come in uniform daily except on Thursdays. The Disciplinary Action Committee observes the consistency of the practice and it is running successfully for the last 11 academic sessions.

5. Evidence of Success

This assemblage of students in one place on regular basis has facilitated the exchange of knowledge and other information among them and has played an important role in inculcating a feeling of togetherness. This practice also has created a more peaceful and cordial environment in the college. The photographs of the morning assembly are available on the institutional website. The evidence of success with the implementation of the Uniform Dress Code can be clearly observed with respect to a sharp decline in the presence of anti-social and/or outside elements on the college premises resulting in the good maintenance of discipline and decorum within the campus. The photographs showing the morning assembly with the students wearing uniform dresses are available on the college website.

6. Problems Encountered and Resources Required

The staff and the students have welcomed and appreciated the Morning Assembly, since the beginning. Although during the implementation of the Uniform Dress Code, the college management initially faced resistance from the student leadership, with the support of Janbhagidari Samiti, the management was able to take the student representatives into confidence regarding its positive and far-reaching effects for the well-being of the college. No financial resources were required for the implementation of this practice since the cost of procuring uniforms is being borne by the students themselves.

BEST PRACTICE NO.2

1. Title of the Practice

Opening of the College Sports Ground to the Public

2. The Goal

The goal behind allowing the public to use the College sports ground is to promote healthy habits not only among the students of the college but also among other citizens of the locality who want to take advantage of this facility and practice a healthy lifestyle. Among them are the students of the college, and of the nearby schools, senior citizens, alumni of the college, and others.

3. The Context

In the contemporary life scenario, most of the physical and mental health issues among the population are mainly due to the sedentary lifestyle. The truth of the matter is that people do not get much time and space to think of maintaining good health by developing a routine and making it a practice as any other routine.

Big cities have many facilities like walking zones, yoga clubs, gyms, and running tracks for public use. But a small town like Shujalpur has no such facilities for the public. Crowded roads and narrow alleys do not provide any free space or fresh air for morning walks, jogging, the practice of yoga and meditation, light games, etc. Therefore, the college administration has decided to open its large sports ground to all the citizens to use the ground to follow a healthy lifestyle through various activities.

4. The Practice

Forty to fifty school students and more than a hundred others including senior citizens in addition to the college students participate on a daily basis in activities such as running, jogging, yoga and meditation, morning and evening walk, recreational sports and games, and in self-defense training by female students. The Sports department of the college oversees and keeps control of all the activities in the mornings and the evenings and ensures that no illegal activities or untoward events take place on the ground.

5. Evidence of Success

Although it is difficult to demonstrate a palpable outcome of such a practice, the increasing number of the citizens of Shujalpur, participating in the mornings and evenings in activities itself is evidence of the interest created among them. Moreover, since yoga and meditation is a made a part of the Foundation Course in NEP 2020, the students of the college also get opportunities to practise whatever they study in the theoretical classroom.

6. Problems Encountered and Resources Required

During the rainy season, it becomes difficult to use the sports ground due to the wet ground. The college administration tries to the best of its ability to maintain the ground, but due to the huge cost involved, it is yet to be developed fully. Most of the maintenance of the playground is done by public participation.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

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:

The stated vision of the institution is –

“To strive towards turning the college into a leading centre for higher education offering a blend of general and professional programmes and Courses with a view to producing employable and entrepreneurial graduates, while ensuring social and gender equity as well as developing environmental consciousness.”

JNS Govt PG College is situated in the heart of Shujalpur Tehsil which comprises 138 villages. The main occupation of these villages is agriculture, making the Tehsil an agrarian economy. Shujalpur is situated at a distance of 65-130 kms. away from all the main cities around it such as Bhopal, the State Capital; Indore, the Commercial Capital of M.P.; Shajapur, the district headquarters of Shujalpur, and Ujjain. For the same reason, the college has the advantage of ever-increasing student strength. The main catchment area of the college is inhabited by economically backward communities and the college has the distinction of catering to the higher educational needs of the students coming from these communities, a major percentage of which are living below the poverty line. Considering this locational advantage, the college has a set strategy to open and run as many PG Programmes and job-oriented Programmes and Courses as possible so that the students graduating from this college do not have to migrate to bigger cities for their further studies. In the last ten years or so, the college has opened eight Programmes on a self-financing basis, and has been running it successfully. Gradually, the institution plans to make it an excellence center for higher education by providing all the basic facilities of higher education to the students hailing from these poor village communities.

Secondly, and not unrelated to the above, the college has also the distinction of more girl students than boys, and the average male: female ratio in the last five years stood at 1000:1400. This fact is always taken into consideration while preparing future academic strategies. Since many of the families hesitate to send their daughters to bigger cities for higher studies, the college has the prime responsibility of taking care of the higher studies of girl-students by providing maximum facilities to them and the college is striving towards such a position in the future.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Sustainable Development Goals (SDGs).

Out of the seventeen SDGs, the following seven have been identified which are acted upon in the assessment period.

SDG 1 – No Poverty

- Sambal Scheme – Freeships for the students.
- Scholarships – For SC/ST/OBC students in the lower income group
- Awas Scheme –Reimbursement of House Rent to SC/ST students at the place of study.

SDG3 – Health & Wellbeing:

- AIDS awareness programme through Red Ribbon Club
- Blood Donation Camps by Red Cross activities.
- RO water on the campus
- Tobacco-free campus
- Green campus
- Covid Care Centre and Covid Vaccination camps

SDG 4 – Quality Education –

- Gaon Ki Beti & Pratibha Kiran Awards for meritorious girl students
- Vocational Courses
- FDPs/Webinars/Workshops for faculties and students
- Skill-based education
- ICT-based education
- Blended Pedagogy
- Experiential Learning
- Virtual Classroom
- Remedial Classes
- Campus WiFi

SDG 5 – Gender Equality

- Anti-Harassment and Grievance Redressal Cell
- Common Room with Sanitary Pad vending machines / Incinerators
- Workshop on the use of Sanitary Napkins & Personal Hygiene
- Special Courses like Self Defence training for women
- Women's Day celebrations

SDG 6 - Clean Water & Sanitation

- Clean Water & Sanitation
- Clean Washrooms and Proper Sanitation

SDG 7 – Affordable & Clean Energy

- Initiating Solar Panel installation on rooftops on RESCO Model.
- Rooms with large windows requiring no lighting in the daytime.

SDG 10 - Reduced Inequality

- Merit-based, transparent admission process through centralized software.

SDG 13 -- Climate Change

- Celebration of World Ocean Day & World Environment Day
- Tree Plantation through *Ankur Abhiyan*
- *Swachhata Pakhwada* (Cleanliness Fortnight)
- Carbon neutrality by the use of LED bulbs and tubes
- MOU with local Municipality for solid waste disposal
- Energy Audit, Green Audit and Environment Audit
- Energy Literacy Campaign

The following plans are in pipeline:

1. Augmentation of ICT infrastructure. The college is slated to receive 200 desktops under the World Bank project.
2. Starting the following Programmes:
 - MBA
 - PG in Political Science, History & Zoology
 - B.A. LL.B.
 - B. PEd.
3. Strengthening the Placement Cell.
4. Implementation of Management Information System (MIS).
5. Starting a Research Journal.
6. Research Centres in a few subjects.
7. Rain Water Harvesting system.
8. Solar Panel installation under the RESCO model

Concluding Remarks :

As a fallout of the Liberalization, Privatization and Globalization policy of the Central government, the Government of Madhya Pradesh had framed policies to permit government educational institutions to start offering self-financing Programmes and Courses under the newly constituted *Janbhagidari Samiti* (PPP Model). This was with a view to making the Programmes and Courses market-relevant.

Jawaharlal Nehru Smriti Govt. PG College, Shujalpur has also taken advantage of the abovementioned policy of the government. Thus the college started offering Self-Financing Programmes and Courses in addition to the already available government-run programmes. The college is now offering under the self-financing scheme three UG Programmes and six PG Programmes including LLM that started in the academic year 2022-23, as also four self-financing Courses. In future also the college wants to follow the same strategy since it realizes that its future and the future of its students and society at large lies in such endeavours.

In the context of the modern educational scenario, the success of any institution is assessed based on its ability to offer education that can trigger the students to further progress into better themselves in the field and/or find employment. Outcome-based learning (OBE) is the word of the day. The college has great opportunities for growth in this area. It will be working strongly towards pushing for employment opportunities for the students graduating from here by strengthening its placement activities by overcoming many hurdles owing to the remoteness of the location of the college.

The college has come a long way since its inception in 1964 as a private institution and the take-over by the State Government in the year 1971. However, considering its growth potential in terms of student strength and quality, the college administration fully realizes that it has still a long way to go in tapping the resources and taking full advantage of its potential. With the help of the government and the active participation of *Janbhagidari Samiti*, the college administration is confident that it can further its journey into a glorious future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : DVV input is recommended after removing repetitive counting.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>6202</td><td>5161</td><td>4062</td><td>3413</td><td>2971</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2693</td><td>2294</td><td>1866</td><td>1627</td><td>1374</td></tr></table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7627</td><td>6481</td><td>5733</td><td>4856</td><td>4329</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3340</td><td>2538</td><td>2389</td><td>2005</td><td>1701</td></tr></table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	6202	5161	4062	3413	2971	2021-22	2020-21	2019-20	2018-19	2017-18	2693	2294	1866	1627	1374	2021-22	2020-21	2019-20	2018-19	2017-18	7627	6481	5733	4856	4329	2021-22	2020-21	2019-20	2018-19	2017-18	3340	2538	2389	2005	1701
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2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2817</td><td>2261</td><td>1927</td><td>1591</td><td>1409</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	2817	2261	1927	1591	1409																														
2021-22	2020-21	2019-20	2018-19	2017-18																																					
2817	2261	1927	1591	1409																																					

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
986	755	658	574	475

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:

2021-22	2020-21	2019-20	2018-19	2017-18
3813	3240	2867	2428	2165

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1869	1420	1343	1127	957

Remark : As per the clarification and revised data received from HEI, based on that DVV input is recommended.

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	2.0	0	.29	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.0	1.0	0	.29	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18

06	10	03	05	07
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	00	01	05

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	18	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	18	0	0	0

Remark : As per the data template provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	41	32	31	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	05	07	02

Remark : As per the data template provided by HEI, based on that DVV input is recommended

3.5.1	<p>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.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :09</p> <p>Remark : As per the data template provided by HEI, based on that DVV input is recommended</p>																				
4.1.2	<p>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</p> <p>4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>44.30</td><td>1290.53</td><td>21.98</td><td>65.79</td><td>106.98</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>23.32</td><td>18.96</td><td>21.98</td><td>66.29</td><td>65.72</td></tr></table> <p>Remark : As data provided in the related metrics based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	44.30	1290.53	21.98	65.79	106.98	2021-22	2020-21	2019-20	2018-19	2017-18	23.32	18.96	21.98	66.29	65.72
2021-22	2020-21	2019-20	2018-19	2017-18																	
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2021-22	2020-21	2019-20	2018-19	2017-18																	
23.32	18.96	21.98	66.29	65.72																	
4.4.1	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>148.56</td><td>55.15</td><td>52.51</td><td>33.85</td><td>26.56</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>66.33</td><td>55.15</td><td>52.51</td><td>33.85</td><td>26.56</td></tr></table> <p>Remark : As per the data provided in the related Extended id 4.1 based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	148.56	55.15	52.51	33.85	26.56	2021-22	2020-21	2019-20	2018-19	2017-18	66.33	55.15	52.51	33.85	26.56
2021-22	2020-21	2019-20	2018-19	2017-18																	
148.56	55.15	52.51	33.85	26.56																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
66.33	55.15	52.51	33.85	26.56																	
5.1.4	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p>																				

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. Any 3 of the above

Remark : As per the data template provided by HEI, based on that DVV input is recommended

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	0	2	7	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	0	2	7	3

5.2.2.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	0	2	7	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	0	2	7	4

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
292	141	363	233	219

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	0	27	45	27

Remark : As per the data template provided by HEI, based on that DVV input is recommended

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	49	20	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
69	49	20	1	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	14	14	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	14	14	14	14

Remark : As the revised data and clarification received from the HEI, based on that, DVV input is recommended.

6.5.2 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

	<p>2. Collaborative quality initiatives with other institution(s)/ membership of international networks</p> <p>3. Participation in NIRF</p> <p>4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc</p> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : As per the data template provided by HEI, based on that DVV input is recommended</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> <p>1. Green audit / Environment audit</p> <p>2. Energy audit</p> <p>3. Clean and green campus initiatives</p> <p>4. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per the data template provided by HEI, based on that DVV input is recommended</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 72 Answer after DVV Verification : 54																				
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>52</td><td>53</td><td>53</td><td>50</td><td>48</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>48</td><td>53</td><td>53</td><td>50</td><td>48</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	52	53	53	50	48	2021-22	2020-21	2019-20	2018-19	2017-18	48	53	53	50	48
2021-22	2020-21	2019-20	2018-19	2017-18																	
52	53	53	50	48																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
48	53	53	50	48																	
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>192.86</td><td>1345.69</td><td>74.49</td><td>100.14</td><td>133.58</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	192.86	1345.69	74.49	100.14	133.58										
2021-22	2020-21	2019-20	2018-19	2017-18																	
192.86	1345.69	74.49	100.14	133.58																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
193.61	558.66	74.49	100.14	92.28