



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**SRI SATHYA SAI COLLEGE FOR WOMEN**

**SRI SATHYA SAI COLLEGE FOR WOMEN, KASTURBA HOSPITAL ROAD,  
HABIBGANJ  
462024**

<https://www.srisatyasaiedubpl.org>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

“We should not seek education merely to eke out a living. Even those uneducated sustain themselves”

### **Sri Sathya Sai Baba**

The feminine is the foundation on which a peaceful and happy world is to be raised. If the nation is to have lasting prosperity and peace, women have to be trained through an education system that emphasises moral conduct and moral qualities. With these pious thoughts Sri Sathya Sai College for Women, Bhopal was founded by our founder president Bhagwan Sri Sathya Sai Baba on 4th July 1974. Envisioned to be a centre for empowering women with academic excellence and preparing them for a responsible and dynamic role in society, the college was started in a shed in Bharat Heavy Electricals Limited (BHEL) township, with 21 students, 5 teachers and a single faculty – Arts. Recognizing and appreciating the role of the institution in providing value-based education for girls, BHEL decided to provide some land on lease for the college. Focussing primarily on the integrated development of students, the college moved to its present sprawling campus spread over 19 acres in the Habibganj area of BHEL township in 1981. Keeping pace with the requirement of time the frail sapling gradually gathered strength. At present the institution offers five undergraduate programmes in B.A., B.C.A., B.Com., B.Sc., B.Ed. and three postgraduate programmes in M.A (English / Hindi / Political Science), M.Com., M.Sc. (Biotechnology / Chemistry/ Computer Science / Mathematics / Zoology).

By NEP 2020 which primarily focuses on skill development and enhancement, the institution also offers certificate courses in Medicinal Plants, Web Designing, MS Office, Python Programming, ICT tools

Equipped with good infrastructural facilities which include smart classrooms, a separate Library block which has a rich collection of books, magazines, periodicals and journals, a canteen, gymnasium, students common room, full-fledged computer and science labs and hostel along with a dedicated and devoted team of teaching fraternity, the institution is a perfect confluence of art, science, culture and spirituality that firmly believes in empowering women through morality based education.

### **Vision**

“Emancipation and empowerment of women through value-based education enabling them to participate actively in the work of nation building and social reconstruction”.

### **Mission**

The mission statement of the college is -“In this college, the medium is discipline. The first, second and third languages are love, service and sadhana”. Imbibing the values mentioned in the mission statement the mission of the institution is

- To impart true, ideal education focussing on the holistic development of the students by imbibing cultural, ethical and social values.
- To provide academic excellence which will at the same time equip the students with the physical and mental disciplines.
- To nurture the students for the role of future leaders of India, as persons of integrity and character and embodiments of truth, peace and Love.
- To help students to discriminate between mere knowledge and wisdom and to inspire them with creativity and imagination.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### Strength

1. Governance of the college is in the hands of registered society not in the hands of oneness.
2. Most of the courses are self-financed courses and the funds generated are used for the campus development, payment of staff, and learning resources.
3. Highly qualified, sincere, well experienced and motivated faculty.
4. successful autonomy since 2018.
5. Adopted NEP 2020 Successfully with ample flexibility
6. Innovative Student-centric teaching-learning structure with a focus on advanced and slow learners.
7. NCC & NSS Students have won many national and state level award
8. Awarded an A grade in 2015 by NAAC.
9. Well-equipped laboratory and library to promote research and academic excellence. Our laboratories are open for students from other institutions for their project work, dissertation, etc. This becomes a source of generating funds.
10. E-governance
11. Environment sustainability practices both on campus and in the locality (clean and green environment of the campus).
12. Our founder president is '**Sri Sathya Sai Baba**' and the students are familiarised with his teachings of '**Sarvdharam Sambhav**'.
13. Excellent sports facilities and playgrounds are maintained students are trained for various games and sports under the stewardship of an efficient sports officer.
14. This is a fully women's institution that the founder president established to empower women with value-based education.
15. We have a legal cell to create awareness about day-to-day legal issues.
16. As a commitment to society the college has adopted a village where various activities regarding awareness of health, education, environment sustainability, cleanliness, and legal issues are organized. From time to time various commodities like stationery, books, nutritive eatables, toiletries, Sanitary napkins, etc are distributed. Health camps, blood donation camps, and lectures on various diseases and health issues are organized.
17. Progression record of students.
18. Remarkable student achievements in sports, NCC and NSS
19. Well-placed Alumni in the government and NGOs, Universities, and research institutions.
20. Skill-focused and employability-based value-added courses offered in the institution.
21. Green audit, energy audit and environment audit by NABCB accredited certificate.

22. Healthy practices - Institute focused on promoting sustainability environmental awareness and eco-friendly practices
23. Active placement and counselling cell.
24. Regular administrative and academic audits.
25. Publication of research papers in reputed journals and books.
26. For promoting a Research work institution regularly, a Biannual peer-reviewed multidisciplinary published Journal 'Highbrow' Since 2014.
27. A Well defined legal Aid clinic

## **Institutional Weakness**

### **Weakness**

The following areas need improvement.

1. After the pandemic admission has decreased considerably.
2. Lack of funding agencies.
3. Lack of Resource mobilization.
4. The majority of the students are from economically weaker sections which negate the financial growth of the institution.
5. There is hardly any exchange program for the students & staff with other institutions of repute.
6. Due to poor student strength, there is hardly any Academia-Industry collaboration.

## **Institutional Opportunity**

### **Opportunity**

1. The institution was granted an open unit of NCC which facilitates students of the other institutions to enroll for NCC in our institution.
2. Since we have good infrastructure, the college becomes the centre for conducting examinations of other institutions both online & offline mode.
3. Encourage students & staff to develop an app that will be useful to society & the students.
4. Interdisciplinary courses (certificate courses/vocational courses) as per the requirement of NEP will help expand the college's reach.
5. Since we have the infrastructure, there should be a focus on training students to appear in different competitive examinations.
6. Focused should be on the skill development program which will enable the institution to bring about an enhancement in admission as well as student placement.
7. The institution has ample opportunities for extension activities as there is a slum near the institution and an adopted village.
8. Vidya Vahini is a volunteer-driven digital initiative focusing on providing integral education to rural schools.
9. The college was granted SPOC (Single Portal of Contact for SWAMP & NPTEL portal). Students should be encouraged to participate in these courses to increase their credit points as required by NEP.
10. NSS & NCC cadets & Volunteers can also do various extension activities.
11. Exploring the talents & skills of the students they should be Assisted & trained for participation in state

& National level competitions. Since we have adequate land & associated with the NGO 'Citizen for Change Foundation' we can focus on the population & formation of oxycodone, which will in turn enrich the entire environment of the vicinity.

12. The institution with FPAT & Red Cross society facilitated the extension of Medical facilities to the students & economic disadvantaged of the college & neighborhood.

## **Institutional Challenge**

### **Challenges**

1. The coexistence of and & self-finance of streams in the same campus which passage a challenge in the academic work environment.
2. The institution cannot hold open admission as we have to abide by the norms of M.P. higher education.
3. Developing MOUs to bridge the gap between Industry & Academia.
4. Enhancing the syllabi & the curriculum as per the need of NEP.
5. Competition from the peer institution in the city.
6. Resource mobilization for enhancement of infrastructure & Research apart from Government & UGC.
7. Strengthening of parents teacher association and alumni association.
8. efferots to get grants from DBT,DST, and other funding agencies.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- Explaining the purpose of establishing the college, Baba said:” I insist that the students should progress in developing skills which will make them useful to society.”
- Sri Sathya Sai College for Women, Bhopal is affiliated with Barkatullah University, Bhopal and offers a wide range of Major, Minor, Elective and Vocational courses in B.A., B.Sc., B.Com, BCA, under NEP-2020 and also B.ed in the Institute. The PG programs include M.Com. , M.A. Hindi, English, Political Science, M.Sc. Chemistry, Mathematics, Zoology, Biotechnology, and Computer Science.
- The Foundation Course is a compulsory paper in UG with components of Hindi/English languages, Environmental Studies, Yoga, Women Empowerment, and Basics of Computer & Information Technology. Vocational courses like Professional Ethics and Medicinal Plants are also included.
- Under the new National Education Policy, students have the flexibility to choose from a wide range of subjects, thereby, promoting a multidisciplinary approach. Curriculum integrates outcome-based learning, aligned with the local, regional, national, and global needs of high-quality education. The thrust areas in the curriculum are cross-cutting issues, such as professional ethics, gender sensitization, human values, environment, and sustainability.
- The institution has a strong feedback mechanism for reviewing and improving the syllabi. The feedback from the stakeholders is collected and analyzed, and an action-taken report is promptly displayed on the website. The changes and additions to the curriculum are incorporated in compliance and conformity with the feedback and suggestions from stakeholders - students, faculty members, alumni, professionals,

and industry representatives.

- Besides traditional classroom teaching, our teachers make use of smart classes, and audio-visual aids like OHP, LCD projectors, Computer DVDs, etc. National Program on Technology Enhanced Learning (NPTEL) teaching videos and other useful websites are used for effective teaching and learning. Besides Regular classes, extra classes are reserved for slow learners and students from reserved categories. Special lectures by invited speakers are conducted to create awareness regarding social and general issues, environment, health, female security, value education, nationalism, etc.
- Institutional goals and objectives are integrated into the academic program through daily morning assembly and prayer. National pride is instilled among the students by hoisting the national flag at national festivals.
- Since our goal is, “Education for life and not just for living.” We motivate our students to excel both in academics and extracurricular activities.

### **Teaching-learning and Evaluation**

The institution focuses on the all-round development of students. Right from academics to human values to art, culture, and spirituality everything is instilled in our students during the zero classes/induction program/orientation program for the newly admitted students to inculcate the ethos value system and the culture of the institution. Learners are continuously evaluated through class tests, assignments, learner responses in the classroom, presentations, preparation of charts, posters, models, classroom teaching etc.

Student-centric methods include role play, group projects, discussing paired work, hands-on training, organizing workshops, exhibitions, classroom teaching, PowerPoint presentations, etc.

Teachers deliver lessons using ICT-enabled tools by utilizing a range of online platforms, such as Microsoft Team and Google Meet, Zoom, for teaching and conducting a meeting with the students.

Google Classroom is used to manage and post course-related information/ learning material, quizzes, lab submissions, assignments, and evaluations.

Sri Sathya Sai College for Women, Bhopal believes in providing a holistic and well-rounded education and nurturing students with special emphasis on physical, mental, and moral wellbeing.

Our institute operates an advisor-advisee system in which first-year students are assigned advisor teachers who guide and support them throughout their education academically and Psychologically in College.

The autonomous cell of the institution prepares the academic calendar according to the academic calendar announced by the Department of Higher Education Government of MP and Barkatullah University, Bhopal.

One of the unique features of our College institute is its rigorous commitment to the academic calendar. Various measures have been taken from time to time to reform examination procedures and to integrate information technology into the evaluation system. The PO's, PSO's & COs are clearly stated and communicated to the students. It is displayed on the college website also. Orientation Programme is organized for all students at the beginning of the session students are familiarized with the Course Outcomes, Programme Outcomes & Programme Specific Outcomes and development opportunities.

## **Research, Innovations and Extension**

Research and innovation play a pivotal role in shaping the landscape of higher education, fostering intellectual growth, and contributing to societal progress. Organizing activities such as conferences, seminars, and invited lectures in academic institutions not only promotes a culture of research but also provides a platform for knowledge exchange and collaboration.

By organizing conferences, higher education institutions contribute to the advancement of knowledge and the cultivation of a vibrant academic community. Seminars and invited lectures complement the conference format by delving into specific topics, offering a more focused exploration of research methodology, human values, yoga, skill development, intellectual property rights, and knowledge sharing. The institute organised 109 conferences, seminars, webinars and guest lectures.

Indian Knowledge System seminars and webinars have been organised by the institution and have equipped scholars with the tools and techniques from ancient India. These activities provide the students with a platform for in-depth discussions

In addition to academic pursuits, the institute has been fulfilling its responsibility to nurture holistic development in students. Extension activities, encompassing diverse themes like voter awareness, gender equality, breastfeeding, cleanliness and hygiene, plantation, and blood donation, play a crucial role in achieving this broader educational mission.

FIST FIST-sponsored central research facility equipped with advanced instruments has been established to scale up the research.

Ten books and 91 chapters in books in the past five years give an idea about the intellectual prowess of the faculty. 13 registered guides in arts, science and commerce fields, 14 PhDs awarded and 24 registrations for PhDs indicate the research richness of the institute. 64 research papers in UGC care and Scopus journal contribute towards the research environment.

Voter awareness initiatives contribute to building an informed electorate and fostering democratic values among students. Similarly, programs promoting gender equality serve to challenge stereotypes and create an inclusive environment within the campus. By organizing activities focused on health and well-being, such as breastfeeding awareness campaigns and cleanliness drives, our institution contributes to the overall welfare of the community. Approx. 110 extension activities have been organised by the college.

Furthermore, involvement in plantation drives and blood donation campaigns emphasizes the importance of environmental sustainability and humanitarian efforts. These extension activities not only align with the principles of corporate social responsibility but also instil a sense of empathy and community service in students.

## **Infrastructure and Learning Resources**

- The College has 41 Classrooms (20 Classrooms with more than 70 capacity and 21 classrooms with more than 35 capacity) 9 classrooms with LCD Facility, 2 Computer Literacy labs, 16 laboratories, an Auditorium with Wi-fi & Screen Projector 02 Multipurpose hall, E-Content Development room, ICT Cell, Research Center 01.
- The Music department has well-furnished two rooms with musical instruments like Harmonium, Tabla, Dhapli, Tanpura, and Manjeera.
- The institute has three large multipurpose playgrounds on the premises which are used for multiple games, such as Athletics, Cricket, Football, Hockey, and Kho-kho, Badminton as Outdoor games, and Table Tennis, Carrom, Chess as Indoor games.
- Gymnasium is also available.
- The campus is Wi-fi enabled teachers & students use institutional and personal IT Resources in classrooms.
- The various activities of the library such as data entry, issue and returns renewal of books, member login, etc. done through the ILMS software. Softake Gladulas is an ILMS software to design and manage the institutional library management process.
- The ICT cell of the Institute is responsible for providing IT facilities for the Institute and its maintenance. The college has an ICT policy which is maintained and updated as per the allocated budget. The college has a separate ICT cell
- **ICT Tools:** Projectors, Desktops, Laptops, Printers, Photocopier machines, Scanners, Smart Boards, Internet Lease Line, Wi-Fi Devices, Online Class Management through Zoom, Google Meet, Google Classroom), MOOC Platform (NPTEL, Coursera, Udemy, Edx, etc), Digital Library resources (Inflibnet)
- All maintenance work (Civil and electrical) is looked after by a duly nominated Committee appointed by the Principal every year at the beginning of the session.
- All items/equipment related to maintenance and purchase are looked after by the Purchase Committee and Finance Committee. The procedure adopted for any purchase of any new item is as per the procedure of “Madhya Pradesh Bhandra Kray Niyam”.
- Quotations are called as per the requirements. All quotations received are duly signed by the member of the purchase committee and the lowest quoted rates are approved by the purchase committee as per the comparative chart prepared.
- The record of items purchased is maintained in the stock register. After satisfactory completion of work / relevant department is satisfied with the items received, payments are made online or by account payee cheque.

### **Student Support and Progression**

We aim to promote a pleasant and cooperative environment and ensure the positive mental health of our students. We try to develop skills that could enhance the personal development of our students to prepare them for the world of work. As the future leaders of the country, they should be prepared to bear responsibilities to contribute to making society better for everyone.

- For student support we have various government and non-government scholarships available in the college. The government scholarships are MMVY, MMJKY, Post metric Scholarship, PM’s scholarship for J&K students, minority scholarship, Gaun ki beti etc. In non-government scholarships, we provide sister concession, freeship & HPCL scholarships. We have ..... beneficiaries in government and



..... non-government scholarship.

- To give mentorship to students we have an advisor-advisee (**mentor-mentee**) system in the college.
- To ensure the deep involvement of students in college activities and for their holistic development we have nine societies, a canteen committee, magazine committee for students. Besides excelling in academics, our students are motivated to participate in extra-curricular and extension activities like NSS & NCC.
- College has a career guidance and placement cell that arranges talks, lectures, workshops, guidance & counselling sessions to prepare and motivate students for various competitive examinations. .... Several students have benefited from the sessions. For capacity building of students their soft skills, employability skills, and life skills are carved by timely organization of workshops & Lectures. This year we have 30 campus placements through the cell.
- A college has a vast collection of books ..... that is supported by an internet resource centre. It provides them with recreational informational, inspirational and spiritual education material. Students can get books issued, photocopied & refer books as per their convenience.
- We have a Legal Aid cell, Grievance redressal cell, anti-ragging committee & sexual harassment committee that actively works to ensure a comfortable and harmonious atmosphere for our girl students.
- Registered & active Alumni Association with members from all programmes regularly conducts various activities.
- Sports & Cultural activities during the sports day/youth festivals / Annual day / traditional day / Garba Mahotsav etc. develop event management skills in the students.

## **Governance, Leadership and Management**

Sri Sathya Sai College for Women, Bhopal is governed by Sri Sathya Sai Education Society which is a registered body. It is a private college affiliated to Barkatullah University, Bhopal.

The Management, Principal and faculty work in conjugation to formulate and implement its quality policy and plans for assurance and sustenance of quality in higher education. The principal is the head of the institution and bears the ultimate responsibility for the smooth running of the college.

Teachers are assigned different managerial tasks associated with the general administrative finance and developmental process of the institution. The principal prepares the action plan in consultation with respective HODs.

The IQAC has contributed significantly to institutionalizing quality assurance strategies and processes. IQAC organises different activities seminars, and conferences in the college.

The internal and external audits are being done as per the MP government rules.

The Institute has a policy for the mobilization of funds and optimal utilization of resources and all the guidelines issued by the Department of Higher Education as well as the state government are strictly followed.

The financial resources of the institution come from- Maintenance grants from the M.P. Government for grants to aid staff associated with arts and science faculty and some class III and IV staff.

Development grant is received from the UGC for books, equipment and building. Internal resources i.e. fees generated by self-financing courses.

The policy and plans of the institution get directives from the controlling authorities like the University, Department of Higher Education, Government of M.P., UGC and AICTE. Conscious efforts are made to develop a healthy relationship with the stakeholders, students, parents, alumni and industry.

Feedback is obtained from the stakeholders regarding the functioning of the college. There is complete transparency in the work of the college. The management is cooperative and encouraging.

Regular meetings of the staff council, managing committee IQAC and HODs offer a platform to present and discuss the perspective plans of the college and help in the effective implementation of institutional policies.

The management adopts a strategy of careful faculty recruits who are oriented to imbibe the core values and ethos of the college. The professional competence of the staff is updated regularly.

## **Institutional Values and Best Practices**

### **Institutional Values & Best Practices**

The institution's multifaceted approach to gender equity and sensitization reflects a comprehensive commitment to creating a safe, inclusive, and empowering environment for all students.

Sustainable waste management practices contribute to a healthier environment. The systematic approach involves segregation, awareness campaigns, collaborations, recycling initiatives, and adherence to environmental policies.

A green campus initiative in a college focuses on promoting sustainability, environmental awareness and eco-friendly practices within the campus community. The following initiatives are taken by the Institute for Sustainability-

- Single-use plastic is banned on campus
- No radioactive waste is produced in our college.
- Environment policy Integrate sustainability goals into the college's strategic planning.
  
- The institute welcomes/honours our guests by gifting them with plant saplings.
  
- The pedestrian-friendly pathways are adorned with trees.
- Landscaping
- Installing nesting boxes and developing the Oxyzone through CSR initiatives of Northern Coalfield Limited during session 2022 - 23, contribute to biodiversity conservation.

The college is dedicated to fostering an inclusive and barrier-free environment that ensures easy accessibility

and comfortable facilities for differently-abled individuals.

Students from all categories from different states, cultures, religions, and socio-economic backgrounds participate in all activities without any discrimination.

### **Institutions Best Practices :**

#### **BEST PRACTICE - I: Education in Human Values & Spirituality**

Students are encouraged to understand and imbibe five fundamental human values i.e. Love, Truth, Righteousness, Peace and Non-Violence. In our everyday activities, we use 5 techniques :

- Prayer and Positive thinking
- Meditation
- Group devotional music
- Inspirational speech/lectures
- Group activities
  
- Positive feedback

#### **BEST PRACTICE - II: To Enhance Women's Employability**

**Objective- Improve women's access to secure livelihood, and economic self-reliance, raise self-confidence, and enhance decision-making capacity at all levels in all spheres of life.**

- Education and skills are powerful tools for empowering women, enhancing their employability and providing avenues for economic self-reliance. Regularly invited lectures are organized, covering essential topics such as health and hygiene, gender equity, sexual harassment, and women's empowerment. Renowned speakers and experts share insights to enhance awareness and understanding.

### **Institutional distinctness:**

Sri Sathya Sai College for Women, Bhopal, is an aided autonomous, multi-faculty institute having an 'A' Grade by NAAC in its second cycle. The institute was founded by Bhagwan Sri Sathya Sai Baba. The institution endeavours to emancipate women through value-based education based on Bhagavan Baba's five fundamental human values, Peace, Love, Righteousness & Non-violence. The institution believes in creating an environment for the holistic development of the students.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI SATHYA SAI COLLEGE FOR WOMEN
Address	Sri Sathya Sai College for Women, Kasturba Hospital Road, Habibganj
City	Bhopal
State	Madhya Pradesh
Pin	462024
Website	<a href="https://www.srisatyaiaiedubpl.org">https://www.srisatyaiaiedubpl.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Archana Srivastava	0755-2451119	9329076576	-	ssswcbhopal@yahoo.co.in
IQAC / CIQA coordinator	Renu Mishra	0755-4229752	9425014870	-	renumishra21@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	04-07-1974

Date of grant of 'Autonomy' to the College by UGC	13-07-2018			
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Madhya Pradesh	Barkatullah University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	27-03-1982	<a href="#">View Document</a>		
12B of UGC	04-02-2004	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	18-03-2020	82	

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Sri Sathya Sai College for Women, Kasturba Hospital Road, Habibganj	Urban	19	185430

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCA,Computer Science And Applications,	48	Senior Secondary	English + Hindi	60	1
UG	BCom,Commerce,All compulsory subjects with Computer Application	48	Senior Secondary	English + Hindi	300	26
UG	BEd,Education,	24	Under Graduate	English + Hindi	100	85
UG	BA,Arts,Economics English Hindi History PolSc Sanskrit Psychology Sociology Maths HomeSc Philosophy Music	48	Senior Secondary	English + Hindi	100	12
UG	BSc,Science, Physics Mathematics Zoology Chemistry Botany ComputerScience Biotechnology Microbiology	48	Senior Secondary	English + Hindi	300	7
PG	MCom,Commerce,	24	Under Graduate	English + Bengali	80	3
PG	MA,Arts,Eng	24	Under	English +	75	21

	lish Hindi Political Science		Graduate	Hindi		
PG	MSc, Science, Mathematics Chemistry Zoology Biotechnology Computer Science	24	Under Graduate	English + Hindi	125	9
Doctoral (Ph.D)	PhD or DPhil, Political Science, Political Science	36	Post graduate	English + Hindi	12	0

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				6				1			
Recruited	0	0	0	0	0	6	0	6	0	1	0	1
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				25				35			
Recruited	0	0	0	0	0	25	0	25	0	25	0	25
Yet to Recruit	0				0				10			



<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				2
Recruited	0	2	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	3	10	0	13
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	31	0	0	16	0	47
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	9	0	9
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	7	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	117	14	0	0	131
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	31	2	0	0	33
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	49	44	69	80
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	25	27	26	28
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	145	175	267	329
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	238	318	460	609
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>457</b>	<b>564</b>	<b>822</b>	<b>1046</b>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Arts	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science And Applications	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Science	<a href="#">View Document</a>

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	National Education policy2020(NEP) envisions a massive transformation in the education system through its five guiding pillars of - Access, Equity, Quality, Affordability, and Accountability. In higher Education NEP2020 provides valuable insight on various aspects of education, the foremost being moving towards a multidisciplinary/interdisciplinary approach. As an affiliated autonomous college we are offering vocational and open elective courses in different streams that have a combination of arts, commerce, computer, and science subjects by the new syllabus designed by the Higher Education Department, Govt. of M.P. Different departments of the institution are offering vocational and certificate courses in Medicinal plants, ICT skills, Python Programming, Accounting and Tally, Indian Politics, Human Values& Professional Ethics, MS Office, Web designing, Banking & Insurance. the students are given the Flexibility to choose elective courses offered by various departments of the college. Environmental Education under the Foundation Course is mandatory for all the disciplines. Our college is preparing to have more multidisciplinary courses and is proactively working towards the implementation of suggestions given in NEP guidelines
2. Academic bank of credits (ABC):	Academic Bank of Credit is a virtual/digital storehouse established on the lines of the National Academic Depository (NAD), that contains the information of the credits earned by the individual student throughout their learning journey. It is the system that promotes and facilitates academic mobility of the students giving them the freedom to study across the Higher Education Institutions in India with the help of a credit scheme mechanism. As per the instructions of the Department of Higher Education, Govt. of M.P our institution has also initiated the process of depositing the record of credit earned by the students in their regular courses and additional credits earned through MOOC courses of SWAYAM, NPTEL, and other platforms in the Academic Bank of Credits. For this purpose, the students are asked to create their ABC-ID. To facilitate the creation of ABC-Id by the students a tutorial video on the creation of ABC-ID, by the

	<p>Department of Computer Science and Applications is available on the official YouTube channel of the college. The link to the video is also provided on the website of the college. Once the students have created their ABC-ID, the IDs are collected via Google form by the autonomous cell of the institution for further process.</p>
<p>3. Skill development:</p>	<p>National Education Policy (NEP) 2020 focuses on integrated knowledge acquisition and upgrading human skills towards empowering the youth for employment opportunities. NEP 2020 suggests that focusing on providing only an academic base and the absence of training or skill development has significantly contributed to a situation where our workforce is under-skilled and hence not able to participate fully in the social and economic development of the nation. To develop skills among the students' certificate/vocational courses such as nutrition and Dietetics, Retail Management, Web Designing, Medicinal Plant, Personality Development, Management of Nutrition in Life Cycle, Web Development using PHP and My SQL, Web Designing, Accounting and Tally, ICT skills, Python Programming, Indian Politics, Human Values &amp; Professional Ethics, MS Office, Web designing, Banking &amp; Insurance as per the guidelines of Department of Higher Education M.P. government has been introduced. Field projects are also included as an integral part of our curriculum. Workshops on skill development are a regular feature of our institutions.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian culture and ancient Indian knowledge are unparalleled and wonderful. National Education Policy (NEP) 2020 emphasizes upholding India's cultural legacies and ancient wisdom. Guided by Sai Education objectives our institutions since its inception have been working on preserving and promoting Indian culture and knowledge system. Yoga and Meditation classes are integral parts of the curriculum. Spiritual camp on Indian culture and spirituality is a regular feature of our institutions. Workshops on Vedic mathematics and study of the works of ancient Indian mathematicians &amp; Scientists an integral features of the curriculum of the science stream students. Language is a medium for comprehension, expression, and communication, as institutions accommodate students from both Hindi</p>

	<p>and non-Hindi backgrounds, to facilitate the teaching-learning process we have adopted a bilingual mode for teaching. The syllabus designed by the institution is in both Hindi and English. The examination system of the college is also bilingual. Another regular feature of the college is the presentation of the culture, language, customs, and traditions of different States of India by students which is also a part of the curriculum of B.Ed.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome Based Education (OBE) which is core of National Education Policy(NEP)2020 is a student-centric teaching and learning methodology that articulates ideas of what students are expected to know and be able to do once they have completed a course. It is a methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. All the departments of the college design syllabi based on UGC's initiative of LOCF(Learning Outcome Based Curriculum Framework)which has specified program and course outcomes. The assessment and evaluation process is carried out through tests, assignments, presentations, projects, practicals, etc.</p>
6. Distance education/online education:	<p>The salient feature of the COVID-19 pandemic has been the transition from face-to-face learning to online learning. Online education has broken all geographical barriers promoting interaction between experts and students irrespective of the time or location of both parties involved. During COVID-19 the faculty of the college had made use of technology tools – Google Classrooms, Zoom, and videos as, teaching-learning aids. The trend that started with the COVID-19 pandemic is continued thus providing a blended teaching-learning experience. Organization of lectures and workshops on different topics of the syllabus by different departments in hybrid mode is a regular practice of the college. Learning material in the form of e-content has been prepared by various faculties of the college. Some of the faculties have also prepared e-content for the Department of Higher Education, M.P. Students are also encouraged to take up online courses on SWAYAM-NPTEL platforms. The college has been approved study center of Madhya Pradesh Bhoj Open University since 2008 for B.Ed. The college has been approved study center of Madhya Pradesh Bhoj Open University since 13 October 2021 for other courses. Courses in which</p>

students can take admission are B.Sc., B.A., B.Ed, MSW, and M.A. Sociology.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>1. Electoral Literacy Club (ELC) is an initiative taken by Systematic Voter's Education &amp; Electoral Participation (SVEEP) division of Election Commission of India with the objective of building an active democratic citizenry in the country. ELC is a platform to sensitize students about their electoral rights and familiarize them with electoral process. ELC was setup in the college in October 2022 and is functioning along with NSS unit of the college.</p>
<p>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?</p>	<p>2. Yes, the students' coordinator and coordinating faculty members are appointed by the college. The main functions of ELC in the college are- • To sensitize students, faculties, and employees of the college about their democratic right "Right to Vote" and the electoral process. • To familiarize the targeted population with EVM and the electoral process using EMV. • To facilitate voter registration of all eligible people directly or indirectly associated with the members of the Electoral Literacy Club. • To develop and strengthen the culture of electoral participation by creating awareness among the targeted population by making them understand the importance of voting and ensuring that they exercise their right.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>3. The Electoral Literacy Club provides an opportunity for students to acquaint themselves with the democratic process of the nation in a creative and thought-provoking way. Electoral Literacy Club organizes the following activities regularly to sensitize people about the "Right to Vote". ? Slogan writing competition ? Essay writing competition ? Poster Making competition ? Staging Awareness Natak ? Awareness camps/drives.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>4. A two days camp cum training workshop on "Voter Awareness and adding of new voters to the voter List". National Voters Service Portal and its</p>



<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>voter Helpline App in Collaboration with the Election Commission of India, Bhopal M.P. was organized on 14-15 Oct 2022. The hands-on training was provided to the participants on how to register new voters, link of Aadhaar Number with a voter ID, and corrections to a Voter ID.</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>5. The members of the Electoral Literacy Club and NSS volunteers have started an initiative to enroll students above 18 years in the electoral roll.</p>

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
457	564	822	1046	1217
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

##### Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
183	288	415	429	422
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	61	64	62	61
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

## 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 65**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3 Institution

## 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
58.14653	75.90278	55.22198	68.14514	119.4261
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

##### Response:

The institution follows the curriculum prescribed by the Central Board of Studies, Department of Higher Education M.P., Bhopal. Higher Education M.P. implemented NEP2020 in the 2020-21 Session.

The complete curriculum was revised to focus on the program-specific outcomes and course outcomes of various programs. All the courses in any program of study are developed to have relevance to local, regional national, and global developmental needs.

Every department of study that offers any program has a Board of Studies (BOS) composed of the faculty and external subject experts who after deliberations approve the syllabus of the course. The Board of Studies of each department oversees the relevance and requirements of any course in the programs that the department offers. A meeting of BOS is conducted every year to revise and moderate the course considering the academic trends and market or industry requirements. Constructive suggestions from industry experts and alumni play a significant role in the curriculum development process.

The program outcomes for any level of the program carry components from contribution to the existing body of knowledge to the acquisition of general graduate skills. For example, for UG programs, the program outcomes can be the understanding of the course/subject concepts and learning effective communication skills. For PG programs, the program outcomes generally are mastery of the subject knowledge, its application in relevant contexts, learning teaching skills, preparation for higher studies preparation of the student to be industry-ready for future employment prospects and so on.

The college program incorporates various activities which aim to understand the specificities of the problems in specific areas, for their in-depth apprehension and solution, village service, Panchayat visits, field visits, industrial visits, excursions, interaction with local NGOs, visits to anganwadis and interaction with our alumni, sarpanch etc. The college offers internships, and project fieldwork in the curriculum to ensure the exposure of students to the developmental needs of the nation in general and local requirements in particular

Students intern and train at reputed national and state level institutes viz. For educational trips visit the Environmental Protection and Coordination Organization (EPCO), Bharat Bhawan,

**Tribal and State Museum, National Manav Sangralay, Van Vihar etc. For industrial visits, they went to Vindhya Herbal and Sanchi Dugdh Sangh. oil extraction industry etc.**

**The SWAYAM/NPTEL local chapter was established in the Institute in 2020. Courses offered increased learning ability in the students and empowered them to fulfil the ever-evolving national as well as global needs. Currently, the Institute is identified as an “A” Grade in Active-Local-Chapter.**

**To enhance the impact of syllabus through teaching-learning, the Institute adopts extensive CCE practices.**

**The Institute has recently started ‘Academic-Bank-of-Credit (ABC) to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting HEIs through a formal system of credit recognition, credit accumulation, credit transfer and credit redemption to promote distributed and flexible teaching learning.**

**The success of curriculum design and development can be gauged by enhanced employability, increased placements and students securing admissions into prestigious higher-education institutions**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **1.1.2**

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

Sri Satya Sai College for Women introduced distinguished pedagogical approaches for various subjects to ensure that students learn subjects as a skill and not just to obtain theoretical knowledge. Various vocational, certificate, and elective courses were made part of the curriculum under the new education policy in 2022. The new education policy aims to prepare students for the dynamic and competitive job market by imparting various skills, knowledge, and new teaching methodologies that are relevant in the present conditions. To fulfil this objective, our college reviews the current curriculum from time to time and makes required changes to make it more relevant and job-centric.

Some of the key aspects which are considered to make the course curriculum more dynamic are

- Institutional MOU's

- **Entrepreneur cell:** The entrepreneur cell of the institution helps in reviewing the changes and works with the students to foster an entrepreneurial mindset among them and develop other essential entrepreneurial skills.
- **Internships and Field Projects:** Some of the departments collaborate with industries to provide internships and field projects to the students to provide them with real-world exposure and bridge the gap between academic knowledge and practical application.
- **Soft Skills Development:** Imparting soft skills training such as Communicative English, Retail Management, Computational Skills, teamwork, problem-solving, and adaptability. These are followed by different activities, projects, and assessments to assess the development of these skills in the students and showcase their skills.
- **Learning and Adaptability:** Students are encouraged to imbibe a culture of learning by promoting continuous skill development and adaptation to new technologies. Various flexible learning models such as online courses, workshops, and seminars are also incorporated to facilitate ongoing professional development.
- **Technology Integration:** Different technical courses like MS Office, Web design, Web Development using PHP & MYSQL, and computer maintenance & troubleshooting try to integrate technology into the learning process as many jobs require digital literacy and familiarity with modern tools and platforms.
- **Networking Opportunities:** Students are encouraged to develop their networking skills by visiting industries to interact with industry professionals, attending workshops & events, etc.
- **Continuous Evaluation and Feedback:** Establish mechanisms for continuous evaluation and feedback from employers, alumni, and students. This feedback helps identify areas for improvement and ensures that the curriculum remains effective and relevant.
- Yearly update course syllabi to incorporate changes as per new trends and requirements for the students

In summary, a curriculum that focuses on employability, entrepreneurship, and skill development must be dynamic, responsive to industry needs, and equipped to prepare students for the challenges and opportunities of the contemporary job market

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 6.25

**1.2.1.1 Number of new courses introduced during the last five years:**

Response: 30

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 480

<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

**Sri Sathya Sai college for women has been established not just to develop the skills and knowledge of the students to prepare them for job market and entrepreneurship, but also to make them acquire good traits, human values and lead ideal lives. The students, thus concentrate, not only on their studies & skill development but also on the development of their character, so that they may serve as examples to others and promote the Sai ideals through their actions. Various initiatives are taken by the institution to achieve this objective.**

#### **Gender-Sensitization**

**Issues related to Gender-Sensitization are incorporated into the curriculum**

- **In languages in the foundation-course, it is covered through stories, poems and dramas.**
- **In Political-Science, this is included in topics like Feminist View of State etc.**
- **In History, this is incorporated in the topics such as - Social & Religious changes from the early to later Vedic-period, Status of Women in Medieval Indian society.**
- **In Psychology, various topics like psychological statistics, psychopathology help the students to be sensitized.**

**Gender-sensitivity is accomplished through the amalgamation of theory and practicality in various curricula.**

### **Human-Values**

**The Socio-Political Awareness in the curriculum of the Indian-Constitution is an important topic which covers all aspects of human-values in detail. The study of the Indian constitution and commonwealth literature imbibes the importance of human values among the students. College has also introduced a value-added certificate course on Professional Ethics and Human Values for all UG and PG Students.**

**In order to sensitize the students about these issues several activities like essay writing, slogan competition, debate competition, seminars, workshops, plantation drives, street plays etc are conducted from time to time.**

### **Professional-Ethics**

**The significance of professional ethics is conveyed to the students through various means while teaching and is incorporated in the curriculum of various subjects. College has also introduced various vocational courses with a view to imbibing professional ethics among the students**

**Some of the topics in the curriculum which emphasize the role of ethics are:**

- **Political-Science & Public-Administration – Hierarchy in Public & Private Administration**
- **Computer –Web Design & M.S. Office**
- **History – Historical Application in Tourism, Idea of Bharat**
- **Psychology – Basic Psychological Processes, Psychological Assessment, Psychological Research Methods**
- **Commerce – Concept of Partnership, Financial Accounting, Rights and Duties of Buyer & Seller etc.**

### **Environmental and Sustainability**

**To sensitize students about environmental and sustainability issues, several activities such as seminars, workshops, guest-lectures, industrial-visits, and field-excursions were organized for the students of all programs.**

**At the UG level, the institute offers an ‘Environmental-Studies’ course to all the students. The course includes Environmental-Sustainability, Environmental-Laws & Legislation etc. which helps the students to acknowledge the significance of the environment in today’s fast life and the need to save the environment for the future generation. Practical awareness about environmental issues is imbibed in the students through plantation-drives, cleanliness-campaigns, group discussions, and street-play.**

### **Conclusion**

**The institute is committed to integrate the cross cutting issues as a part of the curriculum and other value-added courses offered within and across departments to help students critically**



**understand, analyse and evaluate the issues related to gender, environmental sustainability, human values and professional ethics.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response: 57**

<b>File Description</b>	<b>Document</b>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response: 87.5**

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 7

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 8

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 24.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
191	180	244	306	487

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1140	1140	1140	1140	1140

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 25.37

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
108	93	127	136	259

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

2022-23	2021-22	2020-21	2019-20	2018-19
570	570	570	570	570

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

The institution focuses on the all-round development of students. Right from academics to human values

to art, culture, and spirituality everything is instilled in our students During the zero classes/induction program/orientation program for the newly admitted students to inculcate the ethos value system and the culture of the institution. It includes several activities introduction of the faculty member, introduction to curricular, extracurricular, and co-curricular activities. Respective heads orient and guide students to identify their needs and aspirations and proceed accordingly. The new students are familiarized with their syllabus and the teaching-learning methods followed in the institution.

The learning levels of the students are accessed through Quiz, psychometric tests, achievement tests, intelligence tests and interest tests are conducted to identify the slow, medium, and advanced learners. Learners are continuously evaluated through class tests, assignments, learner responses in the classroom, presentations, preparation of charts, posters, models, classroom teaching etc.

### **Programmes for Slow learners :**

- 1.Special attention is given to the slow learner.
- 2.Assessment based on the Advisor-advisee system (Mentor-Mentee system) in which students are assigned to the teachers. They provide individual attention and care to improve the performance of the learners keeping in mind, their differing abilities.
- 3.Peer tutoring is encouraged for easier understanding of the text and material.
- 4.Fostering Positive Attitude and Confidence.
- 5.Appreciate the achievements of students, even if they are small. It motivates them to perform better and improve their performance.
- 6.We reward them for achieving small goals. These small rewards have a great impact on their outlook toward learning.
- 7.Bilingual explanation and discussion are imparted to slow learners
- 8.We Organize games related to their learning topic to instil curiosity towards it.
- 9.Come up with oral activities where students are encouraged to express their ideas.
- 10.Curate exercises and homework with lower difficulty levels and gradually increase the difficulty level for the students to get acquainted with the topics at a slower pace.
- 11.We organize extra classes for the slow learners so that their problems can be addressed in a separate class at their own pace. It provides students with a comfortable learning environment.
- 12.Slow learners may struggle with basic skills. We use audio and visual aids for a better understanding.
- 13.Provide course material to them.

**Programme for Advanced learners :**

1. Advanced learners are encouraged to prepare for higher studies and participate in research activities like paper presentations, paper publications, and other academic events.
2. They were also recognized by giving gold medals and cash prizes to scholars.
3. Organize activities to polish their critical thinking abilities.
4. Contribution to questionnaire preparation and conduction of case studies.
5. Motivate them to participate in group discussions and debates, allocation, and quizzes to develop analytical and problem-solving abilities.
6. Mock Interviews.
7. Extempore to improve their thinking and communication skills.
8. Stimulating the research aptitude by allowing them to internship or acquire hands-on training on projects beyond the curriculum.
9. Advanced learners are provided with extra study material and are encouraged to take up courses through SWAYAM, NPTEL, and other online platforms, which will add to their credits. They are also motivated to participate in seminars, conferences, workshops, training programs, and capacity building. For internships and dissertations, they are motivated to join industries and research institutes.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

**2.2.2****Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 8.02

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

#### Response:

##### Student Centric Methods

- All teaching-learning methods should be essentially learner-centric, unlike the traditional system where the teacher is active and the learner, passive.
- Student-centred learning is more interesting and engaging and caters to the learner's goals and needs.
- Student-centric learning includes experiential learning, participative learning, and problem-solving methodology. When there is 100% participation of students, it is called participative learning. It helps in enhancing the decision-making power of students and develops critical thinking and self-reflection. This includes role play, group projects, discussing paired work, hands-on training, organizing workshops, exhibitions, classroom teaching, PowerPoint presentations, etc.
- Interactive skills are enhanced and students are encouraged to communicate with peers and teachers. This enhances their expressions and interest in their subjects of study.
- Involvement of students in the organization of events and activities promotes leadership qualities and inculcates the spirit of teamwork among them.
- Poster presentations on relevant topics, and preparing/making book reviews enhance creativity and free expression among students.
- Open and free access to books and digital study material in the library and departments promotes



the habit of self-study and exploration of innovative ideas.

- Departments organize guest lectures for the students to enable them to learn and explore beyond the syllabus. Workshops and capacity-building programs are also conducted. Students are encouraged to write review articles and research papers and prepare question banks.
- For experimental learning, students are taken on educational trips, field visits, laboratory visits, and industrial visits.

### ICT Enabled Tools

ICT tools facilitate high-quality lessons since they enhance student motivation, develop cognitive skills, and support indoor and outdoor learning environments.

New technological tools not only bring innovation to academic-centric learning, but also speed up the transfer of information, and increase students' interest as they enjoy the learning process.

- The institution has equipped classrooms with state-of-the-art technology. Every department is provided with a computer, laptop, printer, social media, etc, which is used to communicate with the students.
- The campus premises are Wi-Fi enabled.
- Teachers deliver lessons using ICT-enabled tools by utilizing a range of online platforms, such as Google Meet and Zoom for teaching and conducting a meeting with the students.
- Google Classroom is used to manage and post course-related information/ learning material, quizzes, lab submissions, assignments, and evaluations.
- Audio-visual resources such as videos etc. are used as an aid to enhance better communication in teaching learning. Our institution has a YouTube channel where all academic-oriented content, seminars, workshops, conferences, and lectures are live-streamed and posted regularly.
- Online drawing tools like concept maps, and mind maps, are used to perform student-centric activities.
- The PowerPoint presentations are enabled to improve the effectiveness of the teaching-learning process.
- Seminars, workshops, and guest lectures are conducted in Hybrid mode to promote ICT-enabled teaching.

Advantages of teaching using ICT-enabled tools:

- Interactive Learning

- Global Learning
- Feedback and Assessment
- Multimedia Presentations
- Access to a Wide Range of Information
- Adaptation to Technological Advancements
- Collaborative Learning
- Remote Learning
- Personalized Learning

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

Sri Sathya Sai College for Women, Bhopal believes in providing a holistic and well-rounded education and nurturing students with special emphasis on physical, mental, and moral wellbeing. In today's fast-changing social and cultural structure and paradigm shifts, it is paramount that institutions strategies to offer personal attention to students to aid successful academic and extracurricular objectives. Our institution has identified and catered to this requirement since its inception. To this effect, we operate an advisor-advisee system in which first-year students are assigned advisor teachers who guide and support them throughout their education academically and Psychologically in College.

##### **Objectives of Advisor-Advisee System (Mentor-Mentee Scheme)-**

- To proactively try to identify problems of the general students and to bring them to the notice of the consensus societies.
- To strengthen emotional intelligence and handle challenges with equipoise.
- Introduce and discuss the concept of the mental system with the assignments.

- True learning expertise develops the career of a mentee.
- To listen actively and show empathy.
- Maintain absolute confidentiality about every student's weaknesses.
- Extent encouragement for the development of self-confidence and self-esteem.
- Celebrate a landmark and attainments with an advisee.

### **Procedure For Advisor-Advisee System**

Each Mentor maintains a file or register record for each mentee including family background, result, blood group, etc. giving due respect to data protection.

- Holding group meetings with the advisee group physically once in a month or through WhatsApp group. This involves general healthy discussion and updating basic personal information in the file.
- Regular checks and discussion on academic performance - any related issues to be resolved, which includes access to study material, library, and advisor's meetings with subject teachers and family members if need be. Provides books from the book bank for the whole year to needy students.
- Guidance to the advisees about career mapping, how to link their degree to jobs, identifying their aptitudes, and advising the right pathway.
- A quarterly meeting of advisors with a faculty head to assess the progress and effectiveness of the scheme. Advisors are free to discuss options of special scholarships and other assistance for their advisees with the faculty head who in turn discusses it with the principal of the institution.

### **Activities For Advisee**

Regular workshops, which involve meetings and guidance to the advisor by noted psychologists. Whenever a student comes to the advisor or counsellor a rapport is established and she is given a comfortable environment to talk.

- The student is ensured that information or problems shared by her will be kept confidential.
- The advisor helps students based on their problems and issues.
- First advisor gives clarity about the problem faced by the advisee.
- Sometimes advisor motivates the advisee by personal references or examples. Sometimes with the help of examples from other students

- Every aspect of the advisee's problem is discussed by the advisor so that the advisee finds a way to solve the problem and issues.
- Healthy discussion (talk therapy) is held between the advisor and advisee, so the student or advisee gets strength or positive motivation to solve the problem or ideas to tackle the problem
- As per the requirement, some psychological tests like the Adjustment test, Personality test, Aptitude test, Stress test, and Anxiety test are also conducted, and based On the results Some suggestions are given to them.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

#### **Response:**

The autonomous cell of the institution prepares the academic calendar according to the academic calendar announced by the Department of Higher Education Government of MP and Barkatullah University, Bhopal. With the consent of the IQAC Co-ordinator, all important events of the college are planned at the beginning of the session. A schedule is proposed by the autonomous cell which is followed by all the Departments.

- When the syllabus is approved by the Central Board of Studies, the department of HE Government of MP is received, and it is reviewed and finalized by our Board of Studies.
- Every teacher prepared a teaching planner for the month-wise distribution of the syllabus at the beginning of the academic session.

- It is decided when the CCEs(traditional/non- traditional) and assignment test will be held and in what mode.
- Approximately when the practical examinations are to be conducted.
- When the semester exam will be held and the annual examinations will commence is also planned at the beginning of the session.
- The calendar also shows the vacation and the festival holidays.
- Meeting of the faculty had HODs along with the principal and controller examinations is held regularly to plan a schedule for Internships, jobs, CCE submission, etc.
- Proposed activities of NCC, NSS, various societies, and Departmental activities are planned at the beginning of the session.
- The annual programmes of the institution like Annual Day, Sports, Fresher's Party and Farewell Party, Youth Festival, etc. are also planned.
- The academic calendar also specifies the total number of working days.
- A General timetable is prepared for all programs specifying the distribution of classes and allotment of classrooms.
- Teachers prepare their teaching diary to record their day-to-day classes. The faculty head signed the diary of the Head of the Department and other faculty members and the Principal signed the teaching diary of the Faculty Head. At the end of the session, the principal also verifies and signs the diary of all faculty members.

### **Components of Academic Calendar**

- Induction Classes/Zero Classes/Bridge Classes
- Commencement of Class
- Board of Studies Meeting
- Meeting of Academic Council
  
- Roll List

(i) Allotment of Roll No. To students

(ii) Class-wise display of Roll No. to students

- Enrolment form online submission
- Non-Traditional Method of CCE (I, II, III)
- Traditional methods of CCE (IV)
- Advisor Advisee Meeting
- Exam fees and Filling of Examination forms
- Last date of Examination form with late fees
- Main Practical Examination
- Timetable for semester exam
- Preparation leave
- Timetable for Main examination
- Declaration of Results
- Diwali Vacations
- Summer Vacations

### **Adherence to the Academic Calendar**

One of the unique features of our College institute is its rigorous commitment to the academic calendar. Every department makes appropriate plans for its ongoing activities.

Each faculty Prepared Time table which is accessible via the College website. Subsequently, each department prepares a detailed class-wise & Teacher-wise timetable for each semester/yearly class. This timetable is made available to all the faculty members and students through respective heads of departments and prominently displayed on departmental notice boards/College WhatsApp Groups or the College Website. Time-table includes day-wise and period-wise information about the classes to be conducted along with the teacher's name and the timing of the class in their allotted classrooms.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 89

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	69	69	69	69

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).

[View Document](#)

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 2.4.2

**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

**Response:** 72.31

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 47

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 18.86

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

**Response:** 1075

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 93.44

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

**Response:** 57



File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 27.4

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	36	35	11	30

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.2

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0.59

**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	4	15

### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
457	564	809	1040	1213

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

#### **Response:**

Various measures have been taken from time to time to reform examination procedures and to integrate information technology into the evaluation system. Automation of examination registration and generation of admit cards, IT integration for preparation of results and mark sheets. Each HOD submits a panel of examiners separately for theory and practical exams which is duly approved by the examination committee of the autonomous cell. The examiners who give consent are appointed as paper setters. After the examination generally, evaluation is done by the same examiner. Marks of practicals, CCE, internships, and dissertations, are given to the IT Cell after evaluation and checking. The IT Cell prepares tabulation register sheets and mark sheets. The same is signed by the registrar of the affiliated university

then it is displayed on the college website. In our college, we follow nontraditional methods in CCE I, II, & III and traditional methods in CCE IV. For the CCE IV Examination, a table is prepared for all classes and the written examination is organized. The Autonomous Cell issues answer copies for the examinations. The paper pattern and units to be included are decided in advance by organizing meetings of Heads of Departments. The valuation is done by subject teachers and CCE marks are submitted by them in an autonomous exam cell within the stipulated time. CCTV cameras have been installed in classrooms and different areas of campus for proper surveillance.

**The following facilities are available in the Examination cell**

- Password-protected printing of question papers
- System-generated seating plan, notices, list, Admit card, foil, counter foil, etc.
- Preparation and printing of results/ tabulation, Register/ Marksheet within various security features.
- During Covid 19 Pandemic period, since it was not possible to conduct examinations in the physical presence of students, an open book examination was conducted for all the students following the directives of M.P. Government Higher Education and in subsequence, the question papers of all examinations were uploaded on the college website and Advisor Advisee WhatsApp groups.
- Every step was taken to make the question papers readily available to all the students.
- After the implementation of NEP 2020, the College follows the CBCS. Every course paper is provided with a credit print.
- Students are also offered a variety of certificate courses online or offline.
- Students can earn extra credits by opting for these online course value added courses and skill certificate courses.
- A student is only permitted to appear in the examination if their attendance is 75% and above.
- Results of examinations were uploaded on the college website and circulars and links related to it were shared with the students through WhatsApp groups.
- Any grievances related to CCE, Printing of examination papers, Subject content, re-toalling, and Revaluation when submitted by the students were duly addressed.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### Response:

The PO's, PSO's & COs are clearly stated and communicated to the students. It is displayed on the college website also. Orientation Programme is organized for all students at the beginning of the session students are familiarized with the Course Outcomes, Programme Outcomes & Programme Specific Outcomes and development opportunities.

According to the mission & vision of the college, we emphasize the all-round development of the students by inculcating life skills, communication skills and enrichment of human values.

The students are encouraged to participate in extracurricular activities i.e., NSS, NCC, Sports, Cultural etc. In our institution, there are 9 societies (Current Affairs, Cultural, Debate, Discipline, Dramatics, Environment Literary, Philanthropic, and Sports). All the students must be a members of any one society of their interest. All societies organize various programmes throughout the session to create awareness and familiarize students with the everyday issues of life.

The students are also encouraged to participate actively in class activities such as webinars/ seminars, PowerPoint presentations, quizzes, group discussions etc. Students are also informed about different collegiate, and intercollegiate activities and encouraged to participate.

Various workshops, capacity-building programmes, projects and job-oriented programmes are conducted for the students. Students are encouraged to organize small cultural programmes, and to design departmental newsletters and notice boards. The focus is on the development of soft skills along with academics.

At the beginning of the session, every Department is encouraged to specify the programmes offered by the department and also analyse the POs, PSOs & COs. The curriculum has been developed considering all the POs and assuring that the curriculum is strongly aligned with the mission and objective of the college to fulfil its vision.

To ensure the attainment of COs the department's HODs were asked to discuss with the faculties whether the specified outcomes have been attained. The shortcomings are explored and efforts are made to rectify

them. The POs, PSOs & COs are evaluated and communicated to the students. We have various modes of assessment for Continuous Comprehensive Evaluation(CCE) like assignments, class tests, chart and model making, poster presentations, field reports, Industrial reports, PowerPoint presentations, group discussions, E-chart making, academic fest, case studies, dissertation, hands-on training, mind mapping, newsletter, wall magazine, Quiz, review writing, etc. Which fosters the learner's ability to achieve POs. Students' feedback regarding them is taken regularly and suggestions are sought for improvement.

Medals are awarded to students by various faculties / Departments based on the marks scored. The students are motivated to put in their best and secure the highest marks for which they would be honoured with gold medals. Other awards and incentives are given to students who perform well.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 99.45

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

**Response:** 182

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.59**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### **Response:**

In its pursuit of academic excellence, Sri Sathya Sai College for Women not only prioritise research but also has the framework to ensure the ethical, quality-driven and impactful nature of research.

This comprehensive approach is evident in various facets like formulation of a well-defined **research promotion, ethics and plagiarism policy**, existence of a research centre in political science, and proposed research centres in chemistry and Hindi. Faculty are constantly encouraged to abide by these policies to publish articles, patents, books and chapters and to organize seminars and workshops.

#### **Infrastructure:**

The institute's infrastructure consists of laboratories, libraries and technology to create an environment conducive to research. Advanced laboratories equipped with the latest equipment like HPLC, Monowave microwave, Millipore, Soxhlet apparatus, GM counter, High-end GPU workstations etc funded by **FIST** cater to various departments of science. A well-lit air-conditioned auditorium equipped with multimedia facilities is dedicated to student-oriented activities. All the departments have been made Wi-Fi enabled along with a dedicated IT cell to support students for their project/vocational training works by various departments

#### **Faculty and Students Research Initiatives:**

A part of the grant received by the autonomous cell is spent on organising Seminars, Conferences, workshops, FDPs and guest lectures. About 109 activities were conducted in the past five years providing an open platform for faculty, research scholars and students to showcase their research findings.

The college also takes out its peer-reviewed biannual journal **HIGHBROW**. Open-source software is used for its plagiarism check. Plagiarism check for research scholars is done by Barkatullah University. The college has 22 Registered research scholars and 14 PhD awarded.

#### **Research Articles, Patents, Books, and Chapters:**

The college boasts a rich repository of research outputs in the form of 65 research articles published in Scopus/web of Science/UGC care list and about 125 in other peer-reviewed journals.

9 Authored books and 98 chapters in books contribute to showcasing the intellectual prowess of the college's research community..

**Collaboration with Industry and Research Institutions:**

The college actively seeks partnerships with industry and research institutions.

Eight MoUs have been signed for the training and research of students. Regular educational visits and JOPs are organised in collaboration with these industries.

**Research Centers:**

A dedicated research centre in **Political Science and two more in the pipeline (Hindi, Chemistry)** commit to providing specialized environments for focused research.

The college has **THIRTEEN RESEARCH GUIDES** in various disciplines. The college has awarded **FOURTEEN Ph.D.** degrees in the last five years reflecting the dedication of faculty and students for in-depth research.

**Seminars/Webinars/Workshops and Library Resources:**

The institute organized more than 100 conferences (one international conference) seminars (NAAC-sponsored seminar one /webinars, workshops, and invited lectures on diverse research topics.

The college's library, equipped with **INFLIBNET** facilities, serves as a valuable resource hub, for academic journals and digital resources. Students make use of the Internet facility available in each department for their CCE/PPT work.

**Minor Research Projects (MRPs):**

**THREE** research projects were awarded and completed by the faculty.

**TWO** patents have been granted to two faculty members of the Department of Computer Science in collaboration with a faculty of Career College, Bhopal.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**3.1.2****The institution provides seed money to its teachers for research**

**Response: 0**

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**



2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 6.15

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

**Response:** 04

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 10.01

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2.2**

**Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years**

**Response:** 0.05

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

Response: 03

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2.3**

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 22.81

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 13

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

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

**Response:**

In the dynamic landscape of education, our institute has cultivated a vibrant ecosystem for innovation that seamlessly integrates research, entrepreneurship, knowledge transfer and skill development. This multifaceted approach not only enriches the academic experience but also empowers students to become agents of change in the global arena.

**Research Lab and Research Centre:** At the heart of Sri Sathya Sai College for Women's Innovation ecosystem lies a Central research lab funded by FIST where faculty and students converge to explore new frontiers of knowledge. By providing a library equipped with an INFLIBNET facility, the college ensures that the latest advancements in various fields are actively shared. Collaborations with industry partners, research institutions and global academia facilitate the exchange of ideas and expertise through conferences and workshops. All the departments, entrepreneurship cells, placement Cells and IQAC cells encourage the transfer of knowledge through these activities. A Multimedia equipped air-conditioned auditorium is available for organising these activities, 13 research guides and one research centre in Political Science have been recognised by Barkatullah University and two (Chemistry, Hindi) are in the pipeline.

The biannual in-house research journal HIGHBROW has been published since 2014.

**Intellectual Property Rights (IPR):** The institute recognises the significance of Intellectual Property Rights in the dissemination of knowledge. Seminars and expert lectures are organised to enhance awareness about copyrights, patents, registration of designs and other latest developments in this area. Two faculty members have been granted patents for their collaborative work. IPR education in curriculum enhances its understanding among students

**Indian Knowledge System (IKS):** India boasts an ancient knowledge system that encompasses diverse fields of arts and science. The activities organised under IKS aim to preserve this rich heritage and make students aware of our cultural knowledge. In this regard institute organises spiritual camps every year which cover diverse topics of yoga and meditation. A session on Vedic mathematics, the life history of Ramanujan, play on the history of India were organised by departments. Sanskriti gyan pariksha is conducted every year by Gayatri teeth, Haridwar and winners are presented with certificates of appreciation. The curriculum covering Charak Samhita imparts knowledge of traditional medicinal systems. An educational trip to Pt Khushulal Ayurvedic, Unani College, and Homeopathy College was organised by the Science department which gave an insight into the traditional medicinal system. Educational visits to Puttaparthi, Hampi, Sanchi, and Udaygiri caves are a regular feature of college activities. NSS wing also conducted a workshop on Worli art and students were encouraged to decorate the walls of the institute with this art form.

**Entrepreneurship Cell:** Recognizing the importance of transforming knowledge into real-world solutions, the college has established an Entrepreneurship Cell. This initiative empowers students to channel their creativity and academic insights into viable business ventures. Through skill development workshops/seminars the Entrepreneurship Cell and placement cell provides students with the skills and knowledge from different fields. These workshops cover a spectrum of competencies from technical skills to soft skills such as communication and leadership. Yuva Mitra Kendra has also been established by NSS which provides guidance to students regarding their problems

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 2.46

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 32

<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 2.95

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

Response: 192

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.4****Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 1.51**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 98

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.5****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 2.64

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6**

*Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*

**Response: 2**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

**Revenue generated from consultancy and corporate training during the last five years**

**Response: 4.38**

**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.79	0.37	00	1.65	1.57

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

#### **Response:**

Engaging in extension activities is a powerful way to contribute positively to society fostering community development and addressing the needs of the underprivileged. Such activities encompass a wide range of initiatives that aim to sensitize the students towards various domains including education, health, social awareness and community development. NSS, NCC, Youth Red Cross and various departments organised various activities in Godgram Chota Kheda and nearby slum areas to empower individuals with skills, resources and opportunities. The general theme of activities include

- A Holistic Approach to Community Well-being: Environment Protection and Personal Hygiene Camp at Godgram Tola Chota Kheda
- Bridging Generations: A Case Study on Student Visits to Old Age Homes in Bhopal
- Empowering Minds: A Case Study on Student Visits to Digidarshika and Composite Regional Centre for Disabilities
- Empowering Anna Nagar Slum Children: A Health and Hygiene Outreach Initiative
- Sensitization of gender issues
- Promotion of eco-friendly surroundings and development of a nutrition garden,



- Women empowerment
- Advocacy for traffic rule adherence
- Organization of blood donation and health check-up drives
- Active participation in the National Swachh Bharat Abhiyan
- COVID vaccination drives,
- Training sessions for farmers on sustainable agricultural practices

## IMPACT

These activities have a profound impact on students by instilling a sense of responsibility and environmental consciousness. Generating awareness about a clean environment fosters a commitment to sustainable living benefiting both human health and the ecosystem. The promotion of eco-friendly surroundings and tree planting encourages a connection with nature and enhances the overall well-being of students. Advancing women's empowerment through initiatives creates a more inclusive and equitable learning environment. Advocacy for traffic rule adherence promotes safety and responsible citizenship. Health check-up camps and blood donation drives contribute to community health, fostering a culture of compassion. Active participation in the National Swachh Bharat Abhiyan cultivates civic pride and a commitment to cleanliness.

## OUTCOME

- Cleanliness campaigns created a sense of environmental responsibility. Participating in these drives instilled a psychological connection to the spaces they occupy promoting a sense of ownership and pride in their surroundings.
- Education is a key driver of social transformation. NSS volunteers worked with primary school children to educate them for a year.
- Workshops on critical issues such as gender equality and human rights, legal aid, and sexual harassment created a more informed and conscientious society.
  
- Voter rights advocacy encouraged students to actively engage in the democratic process. It instilled a sense of civic duty to shape the future of their nation through responsible participation.
- Street plays are effective tools for conveying important messages to a wide audience in an engaging manner. By using theatrical performances in the form of Nukkad and short film production on different topics like voter awareness, best out of waste and the importance of a clean environment NSS communicated key social messages
- The NSS team won 1st prize in an intercollegiate short film-making competition on 11-02-21
- In Swachh Bhopal Abhiyan organised by Municipal Corporation, the NSS team bagged 3rd prize in a short film production competition on 14-01-21
- Extension activities involving interaction with elder citizens and differently-abled children helped in providing emotional support to ensure their well-being. It cultivated empathy and understanding among individuals bridging generational and societal gaps
- Stationary and warm clothes distribution drives ensured every child had access to the tools

needed for learning and personal development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 117

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	32	17	29	18

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1

**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:** 37

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

**Response:**

- The College ensures adequate availability and optimal utilization of physical infrastructure as it is linked to the vision of our College “We envision the emancipation and empowerment of women through value-based education and enabling them to participate actively in the work of nation-building and social reconstruction”. From the inception of the academic year, the need assessment for replacement/ gradation/addition of the existing infrastructure is carried out based on the suggestions from higher authorities, Institutional Heads, Heads of the Departments, faculties, and lab technicians after reviewing course requirements, student computer ratio, budget constraints, working condition of the existing equipment and also students grievances.
- The College has 41 Classrooms (20 Classrooms with more than 70 capacity and 21 classrooms with more than 35 capacity) 9 classrooms with LCD Facility, 2 Computer Literacy labs, 16 laboratories, an Auditorium with Wi- fi & Screen Projector 02 Multipurpose hall, E-Content Development room, ICT Cell, Research Center 01. As the campus is wi-fi enabled teachers & students use institutional and personal IT Resources in classrooms. The available physical infrastructure is optimally utilized to conduct co-curricular activities/extracurricular activities, parent-teacher meetings, Campus Recruitment meetings, seminars, conferences, etc.
- The institution as a whole has 180+ Computers and associated peripherals are well equipped to support ICT work throughout the campus. Besides having separate computer labs for UG and PG classes, the computer literacy lab is equipped with an LCD projector, smart board, and internet facility. All departments, library, B.Ed., Law, Office, A/c Office, etc. have adequate computing and printing facilities in their departments. The academic timetable is made in such a way that Lecture theatres, smart Classrooms, fully automated libraries, Laboratories, etc are fully utilized by staggering the classes. Medicinal Garden is also maintained for Botanical studies.
- A well-equipped, fully computerized spacious library spread over 10,000 sq. ft. with a sitting capacity of 100 people simultaneously. It is enriched with 35,488 books & modern amenities a unique feature of the college. The college has subscribed to electronic resources of more than 19 lacs – ebooks & 6000 + e-journal under N- list Facility of INFLIBNET.
- The Music department has well-furnished two rooms with musical instruments like Harmonium, Tabla, Dhapli, Tanpura, and Manjeera. Apart from the regular class, there is a provision of 3- and 6-month certificate courses in vocal music, Sugam Sangeet, and Instrumental and Classical dance courses for the students of other streams. Students are motivated to participate in college & intercollegiate

- activity. The institute has three large multipurpose playgrounds on the premises which are used for multiple games, such as Athletics, Cricket, Football, Hockey, Volleyball, Basketball and Kho-kho, Badminton as Outdoor games and Table Tennis, Carrom, Chess as Indoor games. The gymnasium is also available. Different sports activities are organized in the college as per the timetable of the Department of Higher Education and Government of M.P. and Affiliating University. The playground in the college is used for intra-collegiate competitions also.

**Outdoor Sports Facility:-** . 1 Kho- Kho Field, 1 Basket Ball Court, 1 Volley Ball Field, 1 Athletic Field, 1 Badminton Court, 1 Foot Ball ground, 1 Hockey Field, 1 Cricket Ground, 1 Lawn tennis court

**Indoor Sports Facility:-** Table Tennis, Chess, Carrom, Yoga, Marshal Art, Gymnasium

- There are two indoor gymnasiums of 12 & 4 stations in the sports complex. Sports & NCC Officer.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 7.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.34680	4.70495	7.30126	9.55437	4.82950

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

**Library services have been fully automated since 2004 with ILMS software - Softake Gladulas (Personalised).**

**Name of the ILMS software - Softake Gladulas (Personalised) .**

**Nature of automation (Fully or Partial) - Library is Fully Automated · Version - 3.0**

**Year of Automation - 2004**

The various activities of the library such as data entry, issue and returns renewal of books, member login etc. done through the ILMS software. Softake Gladulas is an ILMS software to design and manage the institutional library management process. It captures almost every activity related to the library and it has provision to log almost all stocks kept in the library like books, periodicals, and back volumes. The issue return process is fully automated and manual cards are kept as supporting documents for students and faculty. Alumni data is also stored in the software. Various types of reports can be generated with the use of the above-mentioned software which is useful for various committees and inspections. Software is upgraded from time to time against the regular Annual Maintenance Contract. It performs library automation and collection development tasks broken down into different modules that are focused on simplifying tasks such as acquisition, cataloguing, and circulation commonly done in any library.

The library is the backbone of the Institute with a rich collection of reference books 14507, textbook 20981 and journals. It operates in a carpet area of about 8000 square feet with Wi-Fi enabled facility, seating capacity of 100 users, and academic ambience in the reading halls. Library opens from 10:30 a.m. to 05:30 p.m. on working days and e-resources are available to stakeholders 24x7 virtually.

The various housekeeping activities of the library, such as data entry, issue and return, and renewal of books, member logins, barcode technology etc., are done through the software. There is a simple way for accession of books, the books are classified according to Dewey's decimal classification. The OPAC (Online Public Access Catalogue) service is also available allowing users to search the collection of books by title, author, publisher, and other criteria, etc. The books are barcoded, and all the users are given a unique barcode smart ID. Apart from the printed books, the library has access to e-resources of N-List, which is a part of the e-shodhsindhu consortium of INFLIBNET where the users are given access to browse and download e-books, e-journals, databases, etc.

The new arrivals are displayed for two weeks on the display stand. User Orientation Programmes organised at the beginning of the session regarding various facilities, services, and resources available in the library. The library provides reprographic and internet service. The library has a dedicated server along with firewall protection.

The Internet zone is equipped with 08 computer systems with good speed. For enhanced security, 12 closed-circuit cameras have been installed. Fire safety units are also available. LAN-enabled library premises provide fast and seamless access to the Internet and e-resources for the benefit of academic pursuits and research work. The library has the facility of 'Open Education Resource' on UGC Sponsored Network resource centre through which students can search e-journals, e-books etc. The library also checks their plagiarism by open source plagiarism detection tool.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 1.65

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.34652	1.02754	1.84058	0.63205	2.36843

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The ICT cell of the Institute is responsible for providing IT facilities for the Institute and its maintenance. The college has an ICT policy which is maintained and updated as per the allocated budget. The college has a separate ICT cell. It has a sufficient infrastructure. The institution has 180+ Computers and associated peripherals, and equipment to support ICT work throughout the campus. Besides having separate computer labs for UG and PG classes, the computer literacy lab which is equipped with an LCD projector, smart board, internet facility, all departments, library, B.Ed., Law, Office, A/c Office have adequate computing, printing facilities in their departments. We have a dedicated 1 Gbps Broadband internet connectivity. Owing to the pandemic to facilitate online classes leased line bandwidth of 16 Mbps was upgraded to a Broadband Connection of 1 Gbps(infinity plan) and Wi-Fi equipment was also installed on the whole campus [8 WiFi devices]. N/w cables and equipment were laid wherever required in the main building. A camera and Speaker/Mic were provided to that department with a desktop facility. The institution has an active firewall license in place for overall access control of internet sites. All systems accessing the internet have licensed antivirus software installed. For security purposes, our Institute has online surveillance with ..... security cameras, the library has separate surveillance with ..... security cameras, and the examination cell also has ..... cameras, all of which have ..... clear night vision.

The college has the following IT facilities:

computer system

lecture capturing system



smart board

Projectors

visualisers

Video conferencing system

photocopier

high-speed laser printers/coloured printers

document scanner

CCTV surveillance

firewall protection

web camera

handicaps

optical fibre network

LED TV

amplifiers

Biometrics

antivirus

There is a separate Firewall Agni Gate (Model: Agni 3000) in Library for 300 users and is renewed every third year. It protects against unwanted and unauthenticated access. We have antivirus software for 150 plus computers through which computers are protected against harmful viruses. These antivirus programs are installed on different computers throughout the Institute.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 3.39

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

Response: 135

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.3.3**

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

Today, it is essential for students to learn and master the latest technologies to be corporate-ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long-term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The following tools are used by the Institute-

**ICT Tools:**

- Projectors
- Desktops
- Laptops
- Printers
- Photocopier machines
- Scanners
- Smart Boards
- Internet Lease Line
- Wi-Fi Devices
- Online Class Management through Zoom, Google Meet, Google Classroom)
- MOOC Platform (NPTEL, Coursera, Udemy, Edx, etc)
- Digital Library resources (Inflibnet)

**Use of ICT in Teaching & Learning-**

- Google Classroom is used to manage and post course-related information/ learning material, quizzes, lab submissions and evaluations, assignments, etc.
- Online drawing tools like concept maps, and mind maps, are used to perform student-centric activities.
- The PowerPoint presentations are enabled with animations and simulations to improve the effectiveness of the teaching-learning process.
- The online learning environments are designed to train students in open problem-solving activities.
- Lab manuals are mailed to students well in advance before the experiment is performed.
- Online quizzes and polls are regularly conducted to record the feedback of the students.
- To teach subjects in online mode, teachers have used various online tools like- whiteboard in Microsoft Teams, Jamboard in Google Meet, etc. as per instruction given by the Higher education (M.P.) to use these platforms for online classes.
- Seminar rooms and Auditorium are digitally equipped with projectors, visualizers, sound systems, and wi-fi where guest lectures, expert talks, and various competitions are regularly organized for students.
- College is registered as Swayam - NPTEL Local Chapter. Students may get further details at: [https://srisatyasaiedubpl.org/Home/swayam\\_local\\_chapter\\_details.php](https://srisatyasaiedubpl.org/Home/swayam_local_chapter_details.php)

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 10.44

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.99544	7.46246	8.21237	7.67892	7.97554

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

#### **Response:**

The college has well well-defined mechanism for management of its infrastructure and its facilities.

All maintenance work (Civil and electrical) is looked after by a duly nominated Committee appointed by the Principal every year at the beginning of the session. All items/equipment related to maintenance and purchase are looked after by the Purchase Committee and Finance Committee. The procedure adopted for any purchase of any new item is as per the procedure of “Madhya Pradesh Bhandra Kray Niyam”. Quotations are called as per the requirements. All quotations received are duly signed by the member of the purchase committee and the lowest quoted rates are approved by the purchase committee as per the comparative chart prepared. The record of items purchased is maintained in the stock register. After satisfactory completion of work / relevant department is satisfied with the items received, payments are made online or by account payee cheque. TDS is deducted as per the rules of Govt. and deposited by challan in Govt. Treasury. Internal Audit is done by C.A. and external Audit by Local Fund, M.P. Government.

#### Laboratory

Lab technicians keep track of the maintenance account, under the supervision of the Departmental head. When needed, technicians contact owner firms to provide calibration, repair, and maintenance of sophisticated lab equipment in the Departments.

#### Library

The list of books according to the necessity is obtained from the Departments, updated curriculum

revisions, new course offerings, and suggestions from students, instructors, and subject experts. The finalized inventory of necessary books is duly approved and signed by the Principal before placing the purchase order.

The 'Suggestion Register of students' feedback regarding the requirement of books. There is a Library Committee to monitor the working of the Library which also supervises the purchase and maintenance of Library resources.

## Sports

The maintenance of sports equipment and sports facilities is entrusted to the Sports Officer. The Institute has the regular feature of maintaining and updating the physical infrastructure as well as the activities of sports such as maintaining the ground, purchasing the latest equipment for the gym, etc. of the suggestions of the sports officer.

## Computer

The Institute's ICT Cell is responsible for maintaining the IT infrastructure. A dedicated outsource technical Support Executive, in addition to a programmer and operators, is assigned to handle hardware maintenance. A charge or Co-ordinator is assigned to the ICT Cell to oversee the upkeep and operation of IT devices. The Institute maintains a clearly defined IT policy to guarantee the overall smooth operation of IT-related operations.

Every document about the repairs is kept up to date by IT-Cell.

When a significant error occurs, a proposal is created after consulting with the department and IT Cell reviews it and makes recommendations based on its findings. Following the Director's proper approval, purchases are made by government regulations.

The IT-Coordinator updates the software and Website regularly to maintain the portal current.

Major issues are managed through the technical experts of related companies on lodging complaints. Various application software is designed and managed by ICT-Cell, Like Student Admission, Record Keeping of Students and Employees, Payroll, Continuous Comprehensive Evaluation (CCE) Module, etc.

## Classrooms

All the Faculty head submit their requirements to the Principal regarding classroom furniture and other requirements. The administrative officer, HoDs, and the office take charge of students' academic requirements.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 32.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
189	172	220	377	393

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

#### Career Guidance, Training, and Placement Cell

The pivotal hub of any esteemed higher educational institution, the Career Guidance, Training, and

Placement (CGTP) Cell plays a crucial role in shaping the professional trajectory of students. Offering comprehensive guidance and counselling, the cell empowers individuals to acquire the requisite knowledge, skills, and experiences, enabling them to identify career options, explore alternatives, and thrive in society. The CGTP Cell was initiated in the academic year 2013-14, at our college, and is committed to providing career-oriented support to students from their first year of admission to the college. The cell is committed to tailoring its efforts to address their specific needs and preparing them for successful placements in their chosen career paths.

### Key Initiatives and Support Services

The CGTP Cell extends its support to UG and PG final-year students, as well as collaborating with companies at every stage of the placement process. The comprehensive approach includes pre-placement talks, written tests, interviews, and group discussions, tailored to meet the requirements of visiting companies. The cell actively creates a platform for renowned companies to identify and select talented individuals from the campus, whom they can further train for specific positions within their organizations. Mock interviews are a regular feature, helping students analyze their strengths and weaknesses through online/offline tests, group discussions/debates, and course and HR interviews.

### The primary objectives of the CGTP Cell are:

1. Provide career counselling and career development sessions for graduates.
2. Conduct training sessions, workshops, lectures, presentations, and other events to develop career planning and employability skills for students.
3. Maintain regular contact with potential employers for new job opportunities.
4. Educate students on resume building, interview skills, and professionalism.
5. Conduct mock interviews and job search workshops for students.
6. Maintain a database of student academic and employment records.

### Threefold Functions of the CGTP Cell

1. Career Counselling: Offering guidance for making informed career choices and preparing for the same.
2. Skill Development Training Programs: Conducting programs aimed at enhancing students' skill sets.
3. Placement Activities: Organizing and supporting various placement-related events.

### Additional Activities and Achievements

- In addition to its core functions, the CGTP Cell organizes various activities, including entrepreneurship awareness camps, motivational and informative lectures, industry visits, industrial training programs, communication and writing skills development, and personality



grooming.

- Noteworthy achievements include successful career guidance programs with major companies like LIC, HDFC Bank, ICICI Bank, TCS, Infosys, Fledge Institute of Aviation, Kirloskar, and BIS. Several students have been selected by prominent organizations such as ICICI Bank, HDFC Bank, and Indian Airlines through campus drives.
- Furthermore, the cell has successfully motivated students through skill development training programs, fostering abilities like shorthand stenography, handicrafts, and terrarium making. Specialized classes have also been organized to prepare students for competitive exams in banking, PSC, UPSC, SSC, CAT, MBA, Officer Grade B, and Assistant Grade examinations, contributing to their success in these challenging assessments.
- Our college also has a standard club formed by the Bureau of Indian Standards under which students learn about scientific testing methods of product standards, "Manak Mitra" training, and participate in surveys and competitions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

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

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.4

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 22.16

**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
95	132	47	48	63

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 1.9

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	04	02	01

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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 events during the last five years**

**Response:** 56

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	06	03	08	18

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.3.2

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

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

## 5.3.2

According to the instructions of the Higher Education colleges enrolled under Barkatullah University have not conducted Student Council elections in the last many years. Therefore college does not have any active student council.

**Societies in college**

However, to bring out the best of the students in academics and administration and for their holistic development college has formed nine societies in which the students get enrolled at the time of admission.

- Various activities of the societies give students a chance to showcase their talents and build their confidence. The various societies are Literary Society, Discipline Society, Cultural Society, Current Affairs & Awareness Society, Debate Society, Environment Society, Dramatics Society, Philanthropic Society & Sports Society, and NSS & NCC Unit.
- The culture of the country is reflected in its language, folk music, literature & dance to promote harmony. The Cultural & Dramatic Society hosts many activities during the year college's annual function, garbha dance, Skits, nukkad natak, Rangoli, painting & Song competitions, etc.
- Current Awareness Society & Debate Society host events on quizzes, Group discussions, speeches, extempore etc throughout the year.
- Environment Society & Green Audit Committee is committed to developing the feeling of responsibility towards sustainable use of natural resources. It promotes tree plantation on college campus & God gram Chota Kheda.
- Various competitions hoisted by the Society are like eco-friendly Ganesha making workshop, Slogan writing, and Poster Competitions on environment protection & environment cleanliness. Society is actively associated with Van Vihar National Park Bhopal.
- Philanthropic Society aims at inculcating the feeling of empathy & kindness among students. Every year Narayan Sewa distributes cloth & woolen cloth to Class IV employees.
- To develop sports spirit and fitness in students, the Sports Society Conducts an annual sports meet.
- The Literary Society Organizes events to celebrate the Birthdays of Great Poets & Significant dates in the country. Students recite their poems write essays, and depict posters on various topics given by the Society in charge. The college has an active NCC & NSS unit where students are enrolled every year.
- **Student representation in academics is assured through their involvement in the Board of Studies, Departmental Newsletter Publication, College magazine release etc.**
- We have alumni representation in the Board of Studies from the year 2018-19 Since our college got Autonomous status. Alumni give their suggestions and approval to the syllabus prepared for next Year.

**Newsletters**

- Students of various departments are publishing Newsletters sharing the latest information, interesting facts, Current trends & discoveries related to their subject.

- Students draft and prepare the Newsletter on their own and release newsletters named – Vivdha (B.Ed.), Biolluminati (Life Science), Chem spark (Chemistry), Anant (Mathematics) My Commerce (Commerce), Interface (English), Computer (Computer Science).
- College publishes a magazine ‘Divya’ every year where student representation plays an important role in writing collecting, and editing the magazine. This practice helps in enhancing their language, communication & creativity the cover page of the magazine is prepared by students

### Microbiology society

College has a Microbiology Society India student unit named “microilluminati” This encourages student participation in Various competitions. Students of life science are members of this society.

Students decide about the menu, cleanliness, rates, food items etc in college **Hostel mess & canteen management.**

Students participate in the **utilization of amalgamated funds** during the Cultural Programme of the college *i.e.* Annual function.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events
- 2.Cultural competitions/events
- 3.Technical fest/Academic fest
- 4.Any other events through Active clubs and forums

**Response:** A. All four of the above

<b>File Description</b>	<b>Document</b>
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 2.12

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
0.40738	0.38878	0.44093	0.44093	0.44093

<b>File Description</b>	<b>Document</b>
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4.2

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

Alumni engagement is a key indicator of the success and impact of higher education institutions. It reflects the quality of education, the strength of the Alumni Network and the potential for fundraising and advocacy. Alumni are the brand ambassadors of the institutions. To ensure that they stay connected with their alma mater and contribute towards college activities various initiatives are taken in every academic session. The Alumni Association of Sri Sathya Sai College is registered under the **Madhya Pradesh Society Registration Act 1973** with the name 'Srijan' and **registration number 01/01/01/29944/15 on date.11/08/2015.**

The institution with the support of the staff and students maintains connectivity with the alumni through various social networking sites like Facebook, Twitter, Instagram, etc. The Internal Quality Assurance Cell of the College endeavours to involve students in various activities that facilitate maintaining students' connectivity with the college after completing their Bachelor's or Masters's Degree programme from the college. In this connection, the college organises the Annual Alumni Meet with the active support of the Alumni Association 'Srijan'. This provides a forum to the Alumni for exchange ideas on academic, cultural and social issues. Alumni member contributes towards curriculum enrichment. Srijan works on the following activities-

- **Maintaining Connectivity:** The association acts as a bridge between pass-out students and the institution, ensuring a continuous connection with ex-students.
- **Spreading Sai Ideals:** 'Srijan' serves as a forum for the dissemination of Sai ideals, fostering a sense of shared values among alumni.
- **Job Opportunities:** It actively orients students with job opportunities related to their courses, coordinating with the college's Internal Quality Assurance Cell.
- **Curriculum Development:** Alumni members officially become part of the Board of Studies in each department, contributing to academic development.
- **Social Connectivity:** Each department maintains an Alumni group on WhatsApp, facilitating social connections among alumni globally.

Beyond academics, 'Srijan' contributes to research activities. Notable is the collaboration with the NGO Dharohar to organize a National Seminar on 'Freedom Struggle Movement and Merger of Princely States' in April 2023, sponsored by the Indian Council of Historical Research (ICHR) New Delhi.

Dedicated to fostering strong relationships, 'Srijan' organized a 'Shaurya Gatha workshop' as part of the Amrit Mahotsav, with 180 student participants. An exhibition of finished paintings followed, with certificates awarded to participants.

In the 2021-22 session, 'Srijan' introduced the felicitation of retired teachers. Former Principals Dr Tara Prabhu, Dr Anita Pandey, and Dr Rajni Pandey were honoured with the Lifetime Achievement Award for their contributions to education.



Members of 'Srijan' actively contribute beyond the college, positively impacting society. Smt. Prabha Patel, Director of Kunjal Society, received recognition from the collector and Municipal Corporation Commissioner, Bhopal, for her contribution to Swachhata Abhiyan. Smt. Pooja Saxena, President of 'Srijan,' was granted the prestigious Vikramaditya fellowship for her research project, 'Prachin Bharat Mein Yantra Vigyan.'

In conclusion, the collective efforts of the Alumni Association reflect a commitment to the betterment of both the institution and society. Through alumni engagement, 'Srijan' exemplifies the enduring impact of higher education on individuals and communities, encapsulating the essence of a well-rounded educational experience.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

- The governance of the institution is reflective of effective leadership in a manner that the institution aims at imparting education to all the students so that they develop a sense of self-worth and are empowered to have access to opportunities and resources so that they have the power to control their own lives both within and outside the home. Integrating spirituality into college education has a positive impact on the overall personality development of students. Students develop a strong sense of integrity, empathy, and responsibility.
- The Institution's effective governance is ensured through well-defined policies, strong self-governance, and outstanding merit-based appointment of institutional leaders. The College Vision stated - "We envision the emancipation and empowerment of women through value-based education enabling them to participate actively in the work of nation-building and social reconstruction" To this end, we have taken up many initiatives by organizing seminars, lectures, workshops, field visits, and camps. Extension activities are undertaken at the adopted village. Continuous health check-up of students and staff members is also done at regular intervals in the College. Teaching assistance to slum children is also being provided on holidays. Many other unique steps are being taken in tune with the mission of the college which states that "In this college, the medium is Discipline, the first, second and third languages are- Love, Service and Sadhana. Weekly lectures on life and messages of great personalities, human values, and Indian culture are being conducted.
- The institute was recognized by the UGC in July 2004 under 2(f) & 12(B), of the UGC Act 1956.
- The Principal, assisted by the Administrative Officer, delegates power to the HOD of the faculties who supervise the Heads of the Departments, and the faculty works in coordination with the HODs to carry out the academic activities. An Autonomous Examination Cell, headed by the Controller, and aided by the other members of the Cell, is accountable for the successful conducting of the entire examination process.
- The institution practices Decentralization and Participative Management by providing restrictive autonomy to the various academic and administrative activities that are carried out under the supervision of the Principal. Various administrative bodies are entrusted with the specific tasks in a decentralized manner in accomplishing Syllabus Revision and New Programmes.
- HoDs convey the policy matter in the departmental meeting, followed by a discussion with faculty members, frame plans & strategies, and after approval of the Director execute them. The same procedure is adopted by the convenor of the Committees/Cells/Clubs, here student representatives' suggestions are duly incorporated.
- The checking of teaching diaries and attendance registers of the faculty head is done by the Principal of the college, the faculty head is assigned to check the teaching diaries and attendance registers of the HODs of their respective departments who in turn check teaching diaries and

attendance registers of the staff members of respective departments.

- The Principal, the Heads of the Departments, the teaching and non-teaching faculty, and the student representatives in every committee together concentrate on fostering the progress of the institution.
- Student participation is ensured in all the committees by nominating students for each committee. Additionally, whenever the orders of the government are issued for specific events like –Yuva-Utsav, Bhasha Utsav, etc. new committees with students’ representation are formed

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The college has acquired an autonomous status from the year 2018-19. It follows the syllabus of Barkatullah University approved by higher education in Madhya Pradesh under the Guidelines of the University Grants Commission. The college has successfully implemented NEP from session 2021-22 as prescribed by Higher Education. As per NEP guidelines, the college has included many elective and vocational courses in its curriculum besides the major and minor papers suggested by M.P. Higher Education. Along with these many certificate courses have also been initiated by various departments.

Teaching and Learning process includes both traditional and scientific methods. Smartboards and online study materials are used to give the students the latest updates. Infnlibnet is used to acquire maximum information for students by professors. Practical files are prepared by students according to instructions given by the professors.

The college has various societies and cells. Departments, Societies, and cells organize lectures, workshops, seminars, conferences, etc. in the college. Research Development Cell, encourages teachers to attend and present research papers at conferences, seminars, and workshops. The professors are motivated to write books, guide students in research, and undertake research themselves. A highbrow journal is issued by a college in which the teaching faculty and students are encouraged to write papers.

Governing Body: The Governing Body of the college has 16 members in all: 07 are from the Trust, 01 University representative, 01 higher education representative, 01 donor member, 01 member from BHEL, and 5 members from the Institution.

**Principal:** The principal is under the Governing Body. She is the overall in charge of the college. Under the Principal we have the IQAC and Office of Administration.

**IQAC:** The IQAC was formed in the year 2004. Under IQAC we have the Autonomous Cell. It has a separate Governing body, an Academic council, and 9 Non-Statutory Committees.

Academic includes all the Teaching departments, Non-Teaching Staff, and the library.

Other Committees and Cells under IQAC are – NCC, NSS, Research, Anti-ragging, Green Audit, Sexual Harassment, Grievance Redressal Cell, Vivekananda Placement Cell, and Legal Aid Cell.

We also have an Alumnae association under IQAC.

**Administration:** The Administrative Body of the college comprises various committees which include Finance, Admission, Purchase, Building, Maintenance, Hostel, Scholarship, and Canteen.

**OFFICE:** The college office includes the Head Clerk, Junior Clerk, and Class IV staff.

**ACCOUNTS:** The account section includes the Head Accountant, Accountant, Cashier, and Assistants.

**APPOINTMENT** - The Regular appointment is done as per the university ordinance according to statute 28 of Madhya Pradesh Vishwavidyalaya Adhiniyam 1973. The guest faculty is appointed as per the terms and conditions prescribed by the College Governing Body.

The College has various Committees, each comprising a Convenor, and its members are constituted for the planning, preparation, and execution of academic, administrative, financial, and extra-curricular purposes. The delegation of power and decentralization of authority enrich the efficient functioning of the institution in all its spheres of planning, decision-making, and implementation.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The institution offers effective welfare measures and career development programs for the teaching & non-teaching staff. Training Programs are organized for the skill development of both Teaching and Non-teaching staff. Orientation Programs are also being conducted to make the Teaching and Non-Teaching Staff aware and well-acquainted with the new work procedures introduced for various activities in the college. Workshops are organized regularly for the training of Teaching and Non-Teaching Staff. The college provides various welfare measures for both Teaching and Non-Teaching Staff. Gratuity and pension of UGC Staff are given as per government rule. Encashment of earned leave of UGC staff at the time of appointment. Timely disbursement of salary and arrears. Provision of Casual Leave, Medical Leave, Earned Leave, and full paid maternity leave for teaching and non-teaching staff. Duty leave is granted to teaching staff for attending academic programs. Free participation in house seminars and conferences. INFLIBNET and Wi-Fi facilities on college campuses for teachers. Support services to staff include free parking facilities.

Both the Teaching and Non-Teaching Staff of the college take advantage of the ESI facility. A prompt Facilitation of provident fund loan is also being arranged for both Teaching and Non-Teaching Staff. Some special measures are being taken by the college management for Non-Teaching Staff which include a crash course in Computer Basics for supporting staff, renovation of living quarters of hostel support staff, festival gifts for all multitasking staff, and financial contribution by the college staff council for all the non-Teaching and class IV staff.

The role of a teacher has acquired a very important place in the process of nation-building. To create "new patterns of progressive, inclusive and ethical education", and to prepare students for a dynamic and responsible role in society, teachers need to have a holistic approach to education that goes beyond core academics and taps the physical, social, intellectual, emotional, artistic, creative as well as spiritual potential of the learner during the process of learning. The teaching community, therefore needs to evolve and equip themselves with the skills necessary for creating a holistic learning environment by attending various Faculty Development Programs, Professional Development Programs, Orientation Programs, Induction Programs, Refresher Courses, etc. The integration of Information, Communication, and Technology (ICT) to support the teaching and learning process in the classroom has become the need of the hour. As a result, professional development technology-based training programs for the teaching faculty also played a key role in enhancing the quality of teaching. Faculty members actively took part in various online FDPs and other interactive online training programs which would help in facilitating the dissemination of knowledge and adopt technology-enabled teaching practices. These training programs have empowered the faculty with novel pedagogic approaches to teaching and learning.

All these committees function under the overall guidance of the principal. Various other committees and the academic section of the autonomous cell monitor the timely conduction and completion of CCE as per the academic calendar. Non-Teaching staff namely the Head Clerk, Accountant, and office staff look after the establishment-related affairs, accounts, and financial records of the institute.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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:** 84.26

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
41	43	57	56	60

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 54.75

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	43	54	55	6

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

**Internal Audit**

Internal audit is a continuous process that is conducted after every financial transaction, whereby the

institute itself carries out the initial stage of the internal audit. The officer in charge scrutinizes and verifies the financial data which is again scrutinized by the Finance Controller, Deputy Finance Controller, and the principal for clarity, authenticity, transparency, and financial accuracy. Income/Expenditure is closely monitored by the Director and the Section Officer (Accounts). The Institution has formed a Purchase Committee and a proper procedure for purchases is adopted as per government guidelines.

### **External Audit**

- 1) The Institution regularly conducts a Statutory Audit by a Chartered Accountant every year.
- 2) The audit of the college is conducted by govt. institution Madhya Pradesh. Local Fund audit by Act 1973 rule 1974 departmental Regulation 1981 in the financial year 2020-21
- 3) The duly audited balance sheet of the college is received by the Chartered Accountant in the financial year till 31.03.2022 under section 28 of M.P. govt. Registrar firms and institutions of M.P. 1959.

The Audit of the Institution was conducted by auditing standards generally accepted in India. These Standards require that the audit has to be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation.

All audit objections are communicated to the Principal by the concerned authority viz, the Chartered Accountant, the Dept. of Treasury & Accounts, the Auditor of Dept. of Higher Education, the Office of the Accountant General, Govt. of Madhya Pradesh, Gwalior. These objections have to be resolved within 24 hours during the visit and are scrutinized by the Head Clerk/ Accountant/Registrar/ DDO under the supervision of the Principal. They are resolved and the response is given in a prescribed format. If the response is satisfactory at all levels, then the audit objection is settled. If the response is not found satisfactory, a final report is prepared and the concerned department sends back its query in a proper format to the institution. This query is communicated to the Principal, who after scrutinizing it addresses the objection, and takes up the responsibility of responding to the objection in the prescribed format. This mechanism exhibits financial discipline as well as transparency in financial matters. It also helps to avoid defalcation of funds of the institution at all levels.

The faculty is encouraged to make academic advancements and supporting staff are encouraged to update their administrative skills. The management ensures the wellness of its employees and enables them to optimize their potential. The institute's employee-friendly attitude has led to increased productivity, lower instances of absence, retention of talented employees and attraction of new ones, happier workers, and a generally more engaged workforce. Welfare schemes have created an efficient, healthy, loyal, and satisfied workforce for the institute.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 42.4

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	15	15	12.40141

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4.3**

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

The college has a well-defined financial policy for mobilization of funds and it is utilized optimally. The annual financial planning is done by the management with the help of the finance committee of the college. The finance committee prepares the annual budget considering the requirements of the college

and the development needs of the college.

Keeping in mind the developmental criteria of the institution, a budget is prepared by the Finance Committee for every financial year, and accordingly, provisions are made. The UGC Committee proposes a budget for the allocation of funds under various heads to the Finance Committee. On its approval, the UGC Committee disburses the fund and maintains a record of it. Likewise, all the above-mentioned committees try to utilize the sanctioned amount and make the optimal utilization of the available financial resources as per the Government Rules of Madhya Pradesh. The procedure of purchase is also very transparent and systematic. Proposals, as per the requirements, are invited by all the Departments and Committees within a specific period. On receiving the proposals, tenders are invited in an open bid. The best bid is selected in the presence of the finance committee. A record of expense and balance is maintained by the concerned committee.

- All government and non-government financial grants are utilized fully keeping in mind the best interests of the stakeholders.
- It welcomes donations, memorial prizes, and endowments from staff members, alumnae, and guardians towards the prize and endowment funds.
- The types and methods of resource mobilization are discussed in Staff meetings and finance Sub-Committee meetings and are approved by the Governing Body of the college. It is also discussed in the Alumnae Association meetings.
- It engages with its alumnae and other stakeholders in exploring revenue-generation avenues.
- The Computer Laboratory which accommodates multiple related courses, the seminar halls which are also used as lecture theatres, and the library which functions as a composite knowledge resource Centre are a few examples of optimal space utilization.
- Resource mobilization at several levels along with its optimal utilization is carried out by its immediate monitoring agency.
- Well-equipped laboratories are used for Internships of students of other colleges to generate funds.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by**

**constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The Internal Quality Assurance Cell of the college has contributed significantly to institutionalizing the quality assurance strategies and processes visible in terms of incremental improvement since the last NAAC accreditation.

#### **Practice I:- Improvement in Teaching Learning Method**

IQAC has devised strategies to improve the teaching-learning process through increased use of ICT, and expanding the scope of the library, The IQAC has regularly convened meetings; it has collected feedback in appropriate forms from different stakeholder categories, analyzed the same, and used it for qualitative improvement.

- Student-centric learning includes experiential learning, participative learning, and problem-solving methodology. It helps to include role play, group projects, discussing paired work, hands-on training, organizing workshops, exhibitions, classroom teaching, PowerPoint presentations, etc.
- Interactive skills are enhanced and students are encouraged to communicate with peers and teachers. This enhances their expressions and interest in their subjects of study.
- Involvement of students in the organization of events and activities promotes leadership qualities and inculcates the spirit of teamwork among them.
- Poster presentations on relevant topics, and preparing/making book reviews enhance creativity and free expression among students.
- Open and free access to books and digital study material in the library and departments promotes the habit of self-study and exploration of innovative ideas.
- Departments organize guest lectures for the students to enable them to learn and explore beyond the syllabus. Workshops and capacity-building programs are also conducted. Students are encouraged to write review articles, research papers, and question banks.
- For experimental learning, students are taken on educational trips, field, laboratory, and industrial visits.
- The institution has equipped classrooms with state-of-the-art technology. Departments are provided with a computer, laptop, printer, social media, etc, which is used to communicate with the students.
- Teachers deliver lessons using ICT-enabled tools by utilizing a range of online platforms. Google

Meet, and Zoom, for teaching and conducting a meeting with the students.

- Google Classroom manages and posts course-related information/ learning material, quizzes, lab submissions, assignments, and evaluations.
- Audio-visual resources such as videos etc. are used as an aid to enhance better communication in teaching learning.
- Online drawing tools like concept maps, and mind maps, are used to perform student-centric activities.
- Seminars, workshops, and guest lectures are conducted in Hybrid mode to promote ICT-enabled teaching.

### **Practice II:- An Internal & External Academic Audit**

The committee has been formed in the college under the guidance of IQAC.

1. To promote innovation and effective teaching-learning methods in institutions.
2. To assess the overall academic work done by different departments & encourage institutions for Self-evaluation.
3. To enhance the academic quality of all the departments & monitor the teaching methodologies.
4. To enhance and promote academic activities between institutions, IQAC motivated the department to enter into MOUs with the reputed institution.

### **Other initiatives by IQAC -**

An eco-friendly pathway within the Campus is being constructed which percolates the rainwater. Solar panels were installed on the rooftop of the College for Energy Conservation. The College has replaced all the tube lights and bulbs with LED lighting. Every year, a group tree plantation program is organized by various Departments of the College. Students, Staff, and Every person connected to the College are encouraged not to use Polythene within and outside the College campus. The Computer Department of the College takes various initiatives to collect the E-waste and manages it accordingly.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### **6.5.2**

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

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

IQAC brings greater participation and better mutual understanding in the teaching-learning process. This has been fulfilled through students' assessment of staff collected through feedback forms to be compulsory filled by Students of various Departments of the College. It is viewed as a coordinating and facilitating organ among various wings of the college to assure quality and excellence. In the process of quality initiatives, The IQAC also envisions greater integration of teaching, technology, infrastructure, and support services to facilitate the smooth flow of the teaching and learning process. Each academic year begins with an Orientation organized by IQAC on a chosen theme which usually focuses on teaching-learning pedagogies. The Autonomous Cell of the College organizes a weekly FDP program for the Teaching faculty to enhance their understanding of the teaching and learning process.

IQAC promotes activities to enhance overall efficiencies in the institutions. Some of the activities through IQAC initiatives include Seminars, Presentations, Lectures, MOUs with various institutions (Kabbadiwala), Green audits, and regular meetings of BOS & IQAC. Activities related to entrepreneurship development are also conducted by IQAC.

The IQAC through the internal academic audit confirms the performance of various departments data relating to departmental activities, results, and maintenance of various records are scrutinized thoroughly feedback on the performance of students is collected through regular meetings of HODs with IQAC coordinators. Regular inputs to all departments based on students' feedback are given by IQAC in staff meetings. The IQAC has regularly convened meetings; it has submitted the AQARs to NAAC.

**1. Memorandum of Understanding with various organizations:**

- MOU with Miracle Information Services Private Limited, Bhopal provides different exposure to students through structured theoretical and practical training programs.
- Students benefitted through a training program resulting from an MOU between Vindhya Herbals Testing and Research Laboratory MFPPARC, Bhopal The program was advantageous for both, teachers and students.
- MOU with Sarojini Naidu Govt. Girls PG College (Autonomous), Bhopal is for the Exchange of students and /or researchers to offer courses and realize research projects in areas mutually agreed upon by both institutes
- Other MOUs are with Bhopal Birds Conservation Society, Sanchi Dugdh Sangh' Bhopal, Family Planning Association of India, Bhopal Branch, Environmental Planning & Coordination Organization Bhopal

**2. Adoption of the National Education Policy 2020:**

The Government of India enunciated a National Education policy in 2020, which aimed to inculcate Indian ethos in the education system and make India into a global knowledge superpower. Madhya Pradesh became the second state in the country to adopt and introduce NEP 2020 in Higher education institutions. Planning and groundwork were done by the Higher Education Department by disseminating information, training, and Syllabi preparation by the Central Board of Studies in which some members of IQAC were also associated. The NEP was introduced in the academic session of 2021-22 and applies to the 1st year undergraduate students.

The institution has been following a pattern of comprehensive internal and external assessment. As major

stakeholders, students and teachers are apprised of the policy systematically through meetings and orientation programs conducted under the aegis of IQAC. Many teachers have created E-content at the State and College levels for the syllabi. Students have enhanced their skills through the Swayam portal and Vivekananda Career Guidance cell. These measures enabled the transition to a new system of education

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

**The institution has proactively undertaken a series of measures to promote gender equity and sensitization across various aspects of campus life. These initiatives span curricular and co-curricular activities, safety measures, and support systems for the well-being of women on campus.**

**Gender equality is a human right. It is essential for economic prosperity and all-round development. We in the institution constantly familiarize our students with their rights and responsibilities. The following measures were initiated for the promotion of gender equity:**

**Gender Sensitization Policy: The college has a well-defined gender sensitization policy emphasizing respect, inclusivity, and awareness regarding gender-related issues.**

**Regular programs and events organized by dedicated committees ensure that students are consistently informed about their rights and responsibilities in creating a gender-sensitive environment.**

**SAFETY Measure: To prioritize the safety and security of all individuals on campus, CCTV cameras are strategically installed and monitored closely. Strict entry protocols, including mandatory identity card checks for staff and students, contribute to maintaining a secure environment.**

**Self-Defense & Fitness: To promote physical well-being, strength, and stamina among female students, self-defence training programs, yoga, martial arts, and sports are regular features of our curriculum. These initiatives empower students with the skills and confidence to navigate various situations.**

**ANTI-RAGGING COMMITTEE & Discipline Committee**

**Stringent measures are in place to combat ragging on campus. The Anti-ragging committee actively works to prevent such incidents, and the discipline committee ensures adherence to established rules, fostering a harmonious environment with no reported cases of ragging.**

**Curriculum: One paper on “Women Empowerment” is compulsory for all undergraduates in the**

**Foundation Course.** The syllabi of many subjects(e.g. Sociology, political science, Economics, Hindi, English, etc.) include topics related to gender sensitization and equity

**SEXUAL HARASSMENT COMMITTEE:** Since this is a girl's college usually cases of sexual harassment are not reported, but girls face sexual harassment even in their home and do not find the proper person to share or are intimidated by the societal norms. The teacher counsels the students and helps them to get out of such problems. The committee organizes seminars and lectures on women's rights, women empowerment, gender equity, sexual harassment, the POCSO Act, etc.

**HEALTH & Nutrition:** Addressing the unique health-related challenges faced by female students, the institution organizes regular programs on health awareness. These include nutrition counselling, health camps, and lectures/webinars on health and mental well-being.

**Legal Aid Cell and Student Counseling Centre:**

The institution actively contributes to legal awareness through a legal aid clinic, offering free assistance to socially and economically backward students. Additionally, the student counselling centre, housed within the Department of Psychology, provides confidential and free counselling services to all students.

**NCC and NSS Participation:**

Co-curricular activities, such as the National Cadet Corps (NCC) and National Service Scheme (NSS), provide students with opportunities to actively engage in various activities, fostering enthusiasm and community involvement.

**Government Schemes and Scholarship Awareness:**

The scholarship cell plays a crucial role in making students aware of various government schemes, facilitating their access to benefits such as Gano ki Beti and Pratibha Kiran and other scholarships.

In conclusion, the institution's multifaceted approach to gender equity and sensitization reflects a comprehensive commitment to creating a safe, inclusive, and empowering environment for all students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*

### 1. Solar energy



2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

Sustainable waste management practices contribute to a healthier environment, conservation of resources, and the reduction of negative impacts on ecosystems and human health. The management of degradable and non-degradable waste involves the following approach:

**Segregation:** Waste is segregated at its source in different bins.

**Awareness & Education:** Conducts workshops, seminars & awareness campaigns to promote sustainable waste disposal practices.

**Collaborations:** The institute has collaborated with an outsourcing agency - Kabadiwala for the management of E-waste.

**Reducing Waste:** Follow the principles of 3R- Reduce, Reuse & Recycle to encourage the practice that reduces waste generation.

**Monitoring & Evaluation:** The Environment Committee regularly monitors the waste management system to identify the areas of improvement.

**Environment Policy:** The Institute has well well-defined environmental policy concerning environmental issues.

### **Community Engagement:**

Conduct workshops or awareness campaigns in nearby areas and at the adopted village Chota Kheda to promote sustainable waste disposal practices among the broader population.

Management of Various kinds of Waste:

#### **I) Solid Waste Management:**

Solid waste is generated by the canteen, and by students in general. Color-coded waste bins have been placed at different locations on the campus for segregation of waste at source. Biodegradable wastes are used to make manure in the compost pit within the institution. Cartons of tetra pack waste are disposed of in a bin kept by 'The Kabadiwala' which is collected by them and then further recycled.

Single-use plastic is banned on campus.

The Institute is taking services of E.P.C.O Institute of Environment Management, Bhopal, for waste recycling of paper wastes. The college keeps all waste paper together and sends it periodically to EPCO.

#### **II) Liquid Waste Management:**

Liquid waste generated in the institute includes sewage, laboratory, Hostel, and Canteen effluent. The hostel was closed due to COVID-19. The use of micropipettes and microscale techniques ensures minimal use of chemicals. In the laboratory water from distillation units and RO are reused for non-potable purposes - washing and gardening purposes.

#### **Biomedical Waste Management**

Biomedical wastes are never mixed with other waste in the laboratory are segregated in specified bags and are treated within 48 hrs. Autoclaving is done to decontaminate waste by destroying pathogens. After treatment waste is buried in a pit that is 2 meters deep and then covered with soil & lime. It is ensured that these burial sites are not accessible by animals or humans.

#### **E-waste Management**

For the management of e-waste the Institute as the first step, tries to repair and reuse the computers. In case they are perishable, the disposal of waste material by following the rules. E-waste generated on the campus is disposed of in a bin. All Electronic waste is sent to an approved agency. Institute has signed an MoU “ Kabadiwala” for further disposal.

Hazardous chemical and radioactive waste management –

Green Chemistry principles are followed by the department of chemistry where the use of chemicals is minimized which ensures minimum generation of waste. Encourage the substitution of hazardous chemicals with safer alternatives. All the waste /effluent from chemistry labs is first tested for acidity and alkalinity and then discharged only after neutralization.

No radioactive waste is produced in any lab.

The institution is dedicated to sustainable waste management practices. The systematic approach involves segregation, awareness campaigns, collaborations, recycling initiatives, and adherence to environmental policies.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4

##### **Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

##### **Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

The institute has a large eco-friendly campus spread over a 19-acre area with 3 acres of forest area. The college is committed to biodiversity conservation. A green campus initiative in a college focuses on promoting sustainability, environmental awareness, and eco-friendly practices within the campus community. The following initiatives are taken by the Institute for Sustainability-

- **Environment policy Integrate sustainability goals into the college's strategic planning.**
- **The institute welcomes/honors our guests by gifting them with plant saplings.**
- **The blank side of used paper is reused in departments for various purposes.**
- **Motivate students and staff to maximum use of ICT and minimum use of paper and emphasis on e-transactions :**
- **The entry of automobiles of visitors inside the campus is restricted to discourage the use of private vehicles.**

**Pedestrian-Friendly Pathways:**

The pedestrian-friendly pathways adorned with trees, not only promote physical well-being but also add to the aesthetic appeal of the campus.

**Ban on Plastic :**

Students are not allowed to bring polybags to the campus and are motivated to use jute/cotton bags etc.

**Collaboration with Environmental Organizations:** The college has signed a Memorandum of Understanding with-

- **EPCO Institute of Environmental Studies for recycling of waste paper.**
- **“Kabadiwala” startup for E-Waste management**
- **Bhopal Birds Conservation Society**

**Education and Awareness:**

- **Environmental Sustainability is a compulsory paper in the curriculum across various disciplines at the undergraduate level. Environmental education is a paper in two years**

### **B.Ed. program.**

- **Project work on biodegradable Plastic, Solar water pumps, etc. carried out by Chemistry students.**
- **Workshops on sustainable art, such as Mandana/ Worli/Madhubani promote the use of natural, sustainable materials.**
- **Students are motivated to Celebrate festivals in an eco-friendly manner. Workshops were organized to make Eco-friendly Ganesha, Herbal Gulal, etc.**

### **Landscaping, Biodiversity Conservation and Green Spaces:**

- **The presence of eight distinctive gardens on the campus i.e Rose Garden, Dhanvantari Medicinal Garden, Navgrah Vatika, Butterfly Garden, Desert Bloom, hostel Garden, Hydrophytes, and Sciophyte, showcases the college's dedication to creating green spaces that serve both aesthetic and ecological purposes. Trees are Tagged with a QR code.**
- **Installing nesting boxes and developing the Oxyzone through CSR initiatives of Northern Coalfield Limited during the session 2022 - 23, contribute to biodiversity conservation.**

### **Tree Plantation:**

- **The annual tree plantation drives, along with the distribution of free saplings to students, encourage a sense of responsibility toward environmental conservation.**
- **Awareness programs based on Government Schemes like the Swachh Bharat Mission, tree plantation, wildlife conservation, etc. were conducted every year.**
- **M. P. govt. had launched a scheme Vyudut Ankur App in which the students uploaded selfies with the plantation.**

### **Green Transportation:**

- **To reduce the consumption of fossil fuels students and faculties are encouraged to use public transportation, cycling, and walking. Faculty and students pool the vehicle for transportation that will control air pollution and strengthen social interaction.**

**The college has an environmental society that conducts an internal green audit to monitor the efforts for a green campus initiative.**

**A green campus initiative not only contributes to environmental conservation but also fosters a sense of responsibility and awareness among students, creating a lasting impact on future generations.**

**Green campus initiatives**

<b>Curriculum</b>	<b>Swachh Bharat Mission</b>	<b>Expert lecture</b>
<b>Policy</b>	<b>Competitions</b>	<b>Seminar/ Webinar</b>
<b>3R- Reduce, Reuse, &amp; Recycle</b>	<b>Observance of Days</b>	<b>Workshop</b>
<b>Green Transportation</b>	<b>Collaborations</b>	<b>Ban on Plastic</b>
<b>Tree Plantation &amp; Landscaping</b>	<b>Pedestrian Friendly Pathway</b>	<b>Eco-Friendly Festivals</b>

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.6**

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

**Sri Sathya Sai College for Women, Bhopal is dedicated to fostering an inclusive and barrier-free environment that ensures easy accessibility and comfortable facilities for differently-abled individuals. The institution has implemented various components to create a seamless experience for people with disabilities:**

#### **1. Ramps for Easy Access:**

**The college features well-designed ramps strategically placed across the campus to facilitate easy access to classrooms and other facilities. The reduced inclination in the ramp makes for easier and safer movement of the Wheelchair.**

## **2. Differently abled friendly Washroom**

**The institute has a differently abled washroom in the main building. This washroom has fittings that are comfortable and convenient for differently-abled people.**

**Extra care is taken by the institution to maintain the washroom neat and clean**

## **3. Reception Counter and Personal Assistance:**

**The college's reception counter is staffed with knowledgeable personnel who provide essential information and assistance to differently-abled individuals. This includes guidance on navigating the campus and addressing specific needs. The institution ensures that personal assistants are available when required.**

## **4. Provision for Assistance:**

**Human assistance is readily available throughout the campus to support individuals with disabilities. This includes guidance in navigating the campus, accessing facilities, and any other assistance needed to enhance their overall experience.**

## **5. Scribe Assistance in Examinations:**

**Recognizing the importance of equal opportunities in academics, the institution provides scribe assistance during examinations. This ensures that differently-abled students have the necessary support to demonstrate their knowledge and skills.**

## **6. Separate Sitting Arrangements in Examinations:**

**The college has established a provision for separate seating arrangements for differently-abled individuals during examinations. This includes accessible approaches to examination halls on the ground floor, ensuring a conducive and inclusive examination environment.**

## **7. Wheelchair Accessibility:**

**The institution has received generous support from its Alumni, enabling the provision of wheelchairs for immediate use by persons with disabilities whenever required. This initiative reflects a commitment to addressing mobility challenges and ensuring a more accessible campus.**

**8. Audio Cassette : Institue has audio cassetes of B.Ed. study material for visually impaired students.**

## **8. Accessibility Features:**

**Display boards, adequate lighting, and signposts are strategically placed across the campus to provide clear navigation for students. These features contribute to a student-friendly environment, ensuring that everyone can move around the campus with ease.**

**Sri Sathya Sai College for Women has implemented a range of measures to create a barrier-free**



environment, demonstrating a strong commitment to inclusivity and accessibility for all individuals, irrespective of their abilities. The institution's focus on providing essential facilities, support, and accommodations enhances the overall experience for differently-abled members of its community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

#### **Response:**

The institute has laid a strong foundation for fostering an inclusive environment through the teachings of Bhagwan Sri Sathya Sai Baba and various initiatives. The institution has various policies that promote equal opportunities for all students, regardless of their cultural, regional, linguistic, communal, or socio-economic background.

- **In a year-long activities equal opportunities for all the students develop a feeling of unity & togetherness.**
- In the spirit of creating a sense of unity and equality, /harmony, students wear uniforms, presenting a visual representation of togetherness.
- Students from all categories from different states, cultures, religions, and socio-economic backgrounds participate in all activities without any discrimination.
- The college facilitates to uplift of the dignity of socially disadvantaged, marginalized, students with special needs, and underprivileged with empathy and services.
- The college makes students aware of the various central and State government scholarships and identifies and provides all requirements as per the scheme.
- Invite guest speakers from diverse backgrounds to share their perspectives and experiences.

#### **Empathy and Services for the Disadvantaged:**

- Sri Sathya Sai College prioritizes the upliftment of socially disadvantaged, marginalized, students with special needs, and underprivileged individuals, making students aware of various central and state government scholarships, and ensuring they receive the necessary support as per the schemes.

#### **National Integration:**

- The celebration of significant national events, including Republic Day, Independence Day, National Integration Day, Gandhi Jayanti, Youth Day, etc. instills a sense of unity in diversity, nurturing patriotism among the students.

#### **Promote Interfaith Dialogue:**

- The institution instills values of unity and respect for diverse religious beliefs by starting each day with a common assembly and Sarva Dharma Prayer. Weekly spiritual and inspirational lectures cover topics that encourage empathy, social responsibility, and an understanding of various religious perspectives.

#### **Language Inclusivity :**

- The college celebrates events like Hindi Diwas and Matrbhasha Diwas. It emphasizes bilingual communication in Hindi and English across various platforms, promoting inclusivity in everyday interactions.

#### **Socio-economic Diversity:**

- Students visit old age homes and know the valuable relationship between the family members for physically, mentally & psychologically sound health.
- The college has adopted Village Tola Chhota Kheda where Faculty with students visit regularly and aware villagers about health & hygiene, nutrition, child rights, environmental conservation, digital literacy, etc.
- Extension activity- Visit nearby slum areas & interact with the

#### **Regional & Cultural Diversity**

- Host regular cultural celebrations or awareness weeks that highlight different aspects of diversity.
- Organize events, festivals, and discussions that provide a platform for different communities to share their traditions.
- Every year we actively participate in the Youth festival organized as per the directives of M.P. Higher Education. This inculcates the cultural and regional harmony in the students.
- We also celebrate 'Traditional Day' in which not only the students but also the teachers present themselves in regional attire.
- **Inclusive Curriculum:** Drama Art in Education is a compulsory paper in B.Ed.- II Semester. Students learn about Various cultures and art forms of different states and incorporate the values in teaching.

**Holistic development of the students is facilitated through exhorting them to organize and participate in inter-collegiate literary and cultural fests, NSS and NCC activities**

**Institutes' multifaceted initiatives create an inclusive and harmonious environment, nurturing unity and understanding among students from diverse backgrounds. The institution's commitment to inclusivity not only enriches the educational experience but also contributes to the holistic development of students.**

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

Sri Sathya Sai College For Women, Bhopal, is deeply committed to instilling a sense of constitutional obligations, values, rights, duties, and responsibilities among its students, faculty, and staff. The multifaceted approach includes various activities and programs that foster a strong sense of citizenship and commitment to nation-building.

#### **1. Celebrations of National Festivals:**

The institution enthusiastically celebrates Independence Day and Republic Day, and organizes parades by NCC cadets, flag hoisting ceremonies, and patriotic addresses. These events instill a deep sense of pride, patriotism, and commitment to the principles enshrined in the Constitution.

#### **2. Integration into Curriculum:**

The college ensures that the importance of moral values and civic responsibilities is woven into the academic fabric. “Moral Values & Language” is a compulsory paper in the Foundation course at the UG level.

#### **3. Commemorating Great Leaders and Days:**

Celebrations of occasions like Gandhi Jayanti, Swami Vivekanand Jayanti, Teachers Day, National Integration Day, Kargil Diwas, Veer Balak Diwas, Constitution Day, etc. serve as platforms to inculcate moral values, duties and awareness of constitutional principles.

**4. Fundamental Duties:** Various programs are organized to raise awareness of the fundamental duties of a citizen.

- To develop a Scientific temper every year National Science Day is celebrated by all science departments.
- Ramanujan's birth anniversary is specially celebrated by the Department of Mathematics every year.
- Awareness programs aligned with government schemes. Swachh Bharat Abhiyan, campaigns against plastic usage, tree plantation drives, and wildlife conservation initiatives promote environmental responsibility under constitutional duties related to the protection of the environment.

## **5. Legal Education and Human Rights:**

Experts are invited to conduct sessions, shedding light on fundamental duties and rights. National seminars on human rights, sexual harassment, women's rights, etc contribute to legal awareness and ethical considerations.

## **6. Parliamentary Education:**

Training programs on parliamentary affairs and mock youth parliament activities provide insights into the democratic process. Initiatives like "Matdata Jagrookta Abhiyan" raise awareness about the value of voting, with activities such as forming human chains, taking pledges, and displaying posters contributing to civic engagement. Association of Democratic Reforms presented certificate of Appreciation to the institute for playing vital role in supporting voter awareness activities during the state election.

## **7. Expert Talks on Social Issues:**

Expert talks on intellectual property rights, the POCSO Act, gender equality, and other social issues broaden the understanding of students, aligning with constitutional values of justice, liberty, equality, and fraternity.

## **8. Community Engagement and Social Sensitization:**

Extension activities like cleanliness drives, health camps, literacy and environment conservation activities in nearby communities Anna Nagar and adopted village Gram Tola Chhota Kheda, sensitize students to social issues, aligning with the constitutional goal of promoting social justice.

## **9. Heritage Education :**

Visits to National Heritage Sites and Heritage Walks provide students with opportunities to establish links between classroom teaching and field knowledge and orient students about the significance of the history of monuments.

The institution aligns with NEP-2020, emphasizing the holistic development of students, and incorporating values, ethics, and social capacities into the curriculum.

**The sensitization of students and employees to constitutional obligations contributes significantly to the development of responsible citizens who comprehend their rights, duties, and the values underpinning a democratic society. Through these initiatives, Sri Sathya Sai College For Women continues to play a pivotal role in shaping socially aware and responsible citizens.**

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>

### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 - I**

The institution aligns its Vision and Mission endeavours to equip its students with proactive approaches to cope with unprecedented challenges in life.

1. **Title** :: Education in Human Values & Spirituality
2. **Objectives**: “The cultivation of human values alone is true education “ Founder- Bhagwan Sri Sathya Sai Baba

Human values are the core values that make up our personality and define how we act.

The main objectives are-

- To promote a holistic understanding and practice of Human Values.

- Development of students in physical, mental, emotional, and spiritual aspects.
- To inculcate good manners and good citizens.
- Enable the students to make decisions based on sound moral principles.

### 3. The Context:

*Lead your life's journey with the help of human values. Let your daily life be suffused with Sathya, Dharma, Santhi, and Prema. Truth is Atma. Dharma is the duty that we have to perform. Hence, discharge your dharma with truth.*

Sri Sathya Sai Baba, October 21, 2007

Students are encouraged to understand and imbibe five fundamental human values i.e. Love, Truth, Righteousness, Peace, and Non-Violence. In our everyday activities, we use 5 techniques :

- Prayer and Positive thinking
- Meditation
- Group devotional music
- Inspirational speech/lectures
- Group activities

### 4. The Practice:

- **Morning assembly** is a regular and important feature of the college. It gives a much-needed platform to meet all the students in one place. The national flag is hoisted every morning and the national song-Vande Matram, the national anthem-Jan Gan Man, and Madhya Pradesh Gaan are sung with nationalistic fervour. The morning assembly includes Sarvdharm prayer, thought for the day, mission of the college, National Anthem/National Song/Madhya Pradesh Song/Vedochharan.
- **Thought for the day** – is read out by a student every day to instil values among fellow students and arouse the intellectual, and moral consciousness of students.
- **Awards and Laurels** – The student achievers, who have won awards and honors for the academic and co-curricular activities in collegiate and intercollegiate activities are awarded in the assembly.
- **Thursday spiritual class** - Every Thursday collective bhajans and lectures on special topics are arranged.
- **Spiritual Camp** - 4-day residential camp on Indian Culture and spirituality, teachings given by the Bhagwan Sri Sathya Sai Baba to inculcate an understanding and appreciation of Indian culture and scriptures.

### 5. Evidence of Success:

- **Academic Performance:** Higher academic achievements, and improved grades, are a positive correlation between education in human values and overall academic success. Students who entered with lower grades exit with quite high grades.
- Noteworthy achievements include successful career guidance programs with major companies like LIC, HDFC Bank, ICICI Bank, TCS, Infosys, Kirloskar, Amazon Flipkart, BIS, and Indian Airlines.

- **Behavioral Changes:** Observable improvements in student behaviour, such as increased empathy, cooperation, and respect for others.
- **Motivation:** The practice of morning assembly and prayer has a great motivational impact on the student community.
- **Alumni Feedback:** Positive feedback from alumni on the impact of education on human values in their personal and professional lives.
- **Community Engagement:** Increased participation of students in community service, social projects, or initiatives that benefit others.

The rapid evolution of technology and the pervasive nature of social media can expose students to conflicting values, and misinformation.

### **Curriculum:**

A crowded curriculum with a focus on academic requirements limits the time available for values education.

### **Limited Resources:**

The college has a diverse student population with varying cultural, religious, and ethical backgrounds. Without adequate resources, it becomes challenging to create and sustain initiatives that foster values-based education.

### **Pressure to Succeed:**

- Students face intense societal pressure to excel academically, potentially leading to a focus on grades and job placement which divert their focus rather than ready to be involved in activities nurturing human values.

## **BEST PRACTICE - II**

### **1. Title: To Enhance Women's Employability**

**2. Objectives:** Improve women's access to secure livelihood, and economic self-reliance, raise self-confidence, and enhance decision-making capacity at all levels in all spheres of life.

- To counsel and motivate women to lead a dignified life.
- To empower women to change fundamental aspects of their development.
- To sensitize women in general and society in particular about gender issues.
- To bring about behavioural change for ensuring gender equity.
- To give vocational, career-oriented, and technical education to less privileged women.
- To empower lesser privileged women in slum areas located near the college.
- To motivate girls from weaker sections of society to higher studies.

1. **Context-** Women are facing threats to their lives, health, and well-being. Steps should be taken to eliminate gender inequalities, and sexual harassment and promote their potential through education and skill development.



Skill development and vocational training in areas focusing on entrepreneurial skills is provided to ensure employability

### **1. Practice-**

The objective of improving women's access to secure livelihood, economic self-reliance, raising self-confidence, and enhancing decision-making capacities are systematically addressed by following activities-

#### **Education and Skill Development Programs:**

- Regularly invited lectures are organized, covering essential topics such as health and hygiene, gender equity, sexual harassment, and women's empowerment.
- Skill development workshops are conducted to sensitize women to various skills and broaden their perspectives.
- Internships, projects, and hands-on experiences are integrated to provide real-world exposure.

#### **Entrepreneurship and Livelihood Training:**

The institution has an Entrepreneurship Cell which organizes a fair through which they learn marketing skills also.

#### **Awareness Program on Gender Equality and Sexual Harassment:**

- The college conducts widespread awareness campaigns like invited lectures, expert talks, seminars/webinars to address gender equality, and women's rights, raise awareness about sexual harassment, and promote a culture of respect.

#### **College Organizes Capacity-Building Programs:**

- The placement cell of the college conducts various sessions of experts on career guidance and conducts workshops on soft skills, resume writing, mock interviews, etc.

#### **Legal-Aid Cell & Student Counselling Centre**

- Legal-Aid -Cell & Student Counseling Centre can freely take guidance and counselling of students.

#### **Health and Well-being Programs:**

- The college organizes Expert talks, seminars/webinars, and workshops that address women's physical and mental well-being, Celebrate Nutrition Week, Breastfeeding Week, etc.

#### **Certificate Course:**

- The college runs various vocational & certificate courses.

#### **Success:**

The success of this best practice can be highlighted by the following achievements of students:

- The Selection at national-level competitions, RDC
- Enrollment in advanced degrees or certification programs.
- Placement Cell

**Problems :**

Women of weaker sections of society have their own social and economic boundaries to overcome for attending such activities. A lot of funds and manpower are required to conduct such activities.

### 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:**

**Sri Sathya Sai College for Women, Bhopal, is an aided autonomous, multi-faculty institute having an 'A' Grade by NAAC in its second cycle. The institute was founded by Bhagwan Sri Sathya Sai Baba. The institution endeavours to emancipate women through value-based education based on Bhagavan Baba's five fundamental human values, Peace, Love, Righteousness & Non-violence. The institution believes in creating an environment for the holistic development of the students.**

**Mission of the College:**

"In this College the medium is Discipline; the first, second, and third languages are Love, Service, and Sadhana".

**VISION**

"We envision the emancipation and empowerment of women through value-based education and enabling them to participate actively in the work of nation building and social reconstruction".

**The mission and vision of our college reflect a profound commitment to holistic education, emphasizing discipline, love, service, and sadhana. These guiding principles are not only inspiring but also lay the foundation for a transformative educational experience.**

**Discipline** implies a commitment to self-control, responsibility, and ethical conduct, preparing students for the challenges of the real world.

**Love:** Emphasizes the importance of compassion, empathy, and understanding in all interactions within the college community.

**Service:** Encourages students to develop a sense of social responsibility and actively contribute to the well-being of others.

**Sadhana:** Implies a disciplined and dedicated practice, fostering spiritual growth, self-discovery, and mindfulness.

The vision places a strong focus on women's emancipation, suggesting a commitment to breaking barriers, fostering independence, and empowering women to pursue their aspirations with value-based education, aiming for the holistic development of individuals. This includes intellectual, emotional, social, and spiritual dimensions.

The main objective of the college is “Development of well-integrated personality by making students aware of their intellectual and spiritual capabilities. The purpose of imparting value education in college is to nurture well-rounded individuals who not only excel academically but also possess the moral and ethical grounding needed to navigate complex life situations and contribute positively to society. Value education plays a vital role in building strong character traits such as integrity, honesty, empathy, and respect for others.

To attain our objectives we incorporate certain practices in our regular curriculum:

- The day begins with Sarva Dharma Prayer, Maun and Omkaram, and Recitation of Ved Paath /National Song. Every Thursday the first period is devoted to spiritual and inspirational lectures and discussions.
- Celebrations like poornima pooja, Laksharchan on makar sankranti , Guru poornima etc.
- **Curriculum:** To enrich the students with value-based education, one unit on Human Values is added to the Foundation course - I (Environmental Education & Human Values)which is compulsory for all students.
- Well-qualified and dedicated faculty not only enriches their academic pursuits but also embarks them towards the path to becoming better human beings.
- **Philanthropic society:** To develop feelings of sharing, gratitude, and mindfulness we have a philanthropic society including teachers and students which regularly do (seva)extension activities like Narayan seva, donation, distribution of goods such as blankets, sanitary napkins, health & hygiene kit, etc. in college, adopted village and nearby slum areas.
- The institution has an adopted village. We have a committee including teachers and students who visit the village regularly. Various programs on cross-cutting issues such as Human values, environment conservation, health & hygiene, gender sensitization, social issues, etc. were conducted.
- **Skill development:** The college organizes various workshops, and hands-on training to create awareness among students on various skills and to identify their inherent interests and capability.
- **Self Defense & Fitness:** To make our students **Physically fit and mentally** strong, we in the institution have a facility of gym, Sports, Yoga, and meditation. Students actively participate in sports competitions and represent the college in university and state-level competitions.
- **NCC & NSS:** Students enrol themselves enthusiastically in NCC or NSS. Participation of our students in the **Republic Day parade**, and National Integration camp is a regular feature.
- **Entrepreneurship Cell:** It organizes various invited lectures and workshops to train students in entrepreneurship skills. Cell also organized a fair to develop marketing skills.
- Students can discuss and take guidance with the Legal Aid Cell & Students counselling cell.

Integrating spirituality into college education has a positive impact on the overall personality development of students. Students develop a strong sense of integrity, empathy, and responsibility.

**Indian Culture & spirituality:** Human values play a significant role in the lives of women, just as they do for everyone. These values shape their beliefs, decisions, and actions in the various aspects of life. Practices like meditation and mindfulness, have been shown to reduce stress and improve overall well-being. Spiritual practices often emphasize resilience and the ability to cope with life challenges. Hence institution organizes expert lectures, seminars, webinars,& residential camps focused on **“Indian Culture & spirituality”**, incorporating the teachings of Sri Sathya Sai Baba & different religions. Students also participate in role-play & group activities. This encourages understanding and respect for different religious beliefs. Every year students and staff visit puttaparathi to realize the innate divinity and practice devine love through selfless service.

Apart from imparting holistic education to the students, the college has since its inception endeavored to stand beside all those who face some constraint, be it within the college family or the society at large, with the motto of Sarve Bhavantu Sukhina.

**The alignment of the mission and vision of Sri Sathya Sai College for Women, Bhopal provides a strong foundation for the college to fulfil its mission and work towards its vision, creating an educational environment that prepares individuals not only academically but also ethically and socially for active participation in society.**

**“Educated women are the promoters of dharma for the whole world. They must be made into ideal women; their education must be so shaped. No nation can be built except on the culture of its women. Past, present, or future, for all time, women are the backbone of progress, the heart of the nation, the very breath”.**

**Sri Sathya Sai Baba**

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Though education is important for all swami, particularly emphasizes female education. The primary objective of the institution is to promote women's empowerment through value-based education. The college is guided by the objectives of Sai Education which can be summed up as

- To promote a holistic understanding and practice of Human Values in personal, social, and professional life.
- Helping students to better understand the values that guide their own daily lives and contributing to changes in values held collectively by communities and personally by individuals.
- Development of students in physical, mental, emotional, and spiritual aspects.
- To inculcate good manners, and responsibilities of good citizens and develop respect for the dignity of individuals and society.
- Enable the students to make decisions based on sound moral principles.
- Improve women's access to secure livelihood, and economic self-reliance, raise self-confidence, and enhance decision-making capacity at all levels in all spheres of life.
- To counsel and motivate women to lead a dignified life.
- To empower women to change fundamental aspects of their development.
- To sensitize women in general and society in particular about gender issues.
- To bring about behavioral change for ensuring gender equity.
- To contribute to national development.
- To give vocational, career-oriented, and technical education to less privileged women.
- To empower lesser privileged women of slum areas located near the college.
- To motivate girls of weaker sections of society to higher studies.

However, to bring out the best of the students in academics and administration and for their holistic development college has formed nine societies in which the students get enrolled at the time of admission.

- Various activities of the societies give students a chance to showcase their talents and build their confidence. The various societies are Literary Society, Discipline Society, Cultural Society, Current Affairs & Awareness Society, Debate Society, Environment Society, Dramatics Society, Philanthropic Society & Sports Society, and NSS & NCC Unit.

### Concluding Remarks :

- As per the recommendations of the NAAC Peer Team following measures were taken for quality enhancement. To improve enrolment of students it was felt that more and more people should be familiarised with the strengths of the institution. Advertisements have been made through local newspapers, pamphlets, and local media. Groups of teachers visited the local schools to make presentations and also interacted with students of 12th std.
- As per the requirements of NEP, various job-oriented courses have been introduced students are being

guided and mentored for various courses of SWAYAM, Coursera, etc.

- Several workshops are being conducted for the development of communication skills and soft skills.
- Some teachers are qualified PhD guides to promote a culture of research. Students are encouraged to do projects write research papers and review articles for our institutional journals, Highbrows, and other recognized journals.
- Intradepartmental activities and interaction have always been encouraged making optimum use of our infrastructural and teaching resources. Since the College is held in overlapping shifts this is further facilitated.
- As per the directives of NEP 2020 CBCS System is followed.
- We have an efficient Career guidance training and Placement cell that conducts various placement-related workshops and seminars for UG Final Year & PG Students to achieve their career goals & also provides a facility to Register themselves for competitive examinations. Industrial visits are also conducted by the CCTP cell to provide practical exposure to the student. Our college also has a standard club “found by the Bureau of Indian Standards.
- Our institution envisions the empowerment of women through value-based education. Talks and skills development programmes are organized to make our students aware of their duties and rights. Our objective is to make them responsible citizens with a strong sense of national pride.
- IQAC initiated the NPTEL local chapter in the institute under the leadership of Dr. Shriji Seth, Associate Professor of Political Science. Various faculty members have also enrolled and completed the course and are now contributing to the mentor of the course.
- Facilities for alternative sources of energy and energy conservation like solar energy, wheeling to the grid, and use of energy-efficient bulbs and equipment.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :57</p> <p>Remark : Input edited as per supporting documents</p>																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>97</td> <td>78</td> <td>114</td> <td>122</td> <td>227</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>93</td> <td>127</td> <td>136</td> <td>259</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>570</td> <td>570</td> <td>570</td> <td>570</td> <td>570</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>570</td> <td>570</td> <td>570</td> <td>570</td> <td>570</td> </tr> </tbody> </table> <p>Remark : Input edited as per data template</p>	2022-23	2021-22	2020-21	2019-20	2018-19	97	78	114	122	227	2022-23	2021-22	2020-21	2019-20	2018-19	108	93	127	136	259	2022-23	2021-22	2020-21	2019-20	2018-19	570	570	570	570	570	2022-23	2021-22	2020-21	2019-20	2018-19	570	570	570	570	570
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570	570	570	570	570																																					
2.5.1	<p><b>Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years</b></p> <p><b>2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years</b></p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	40	42	66	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	36	35	11	30

Remark : Input edited as per supporting documents

**3.1.3 Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 03

Answer after DVV Verification: 04

Remark : Input edited as per supporting documents

**3.2.1 Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

Answer before DVV Verification :

Answer After DVV Verification :10.01

Remark : Input edited as per supporting documents

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research.**

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)
3. Plagiarism check through software
4. Research Advisory Committee

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per supporting documents

**3.4.2 Number of candidates registered for Ph.D per teacher during the last five years**

**3.4.2.1. Number of candidates registered for Ph.D during the last 5 years:**



Answer before DVV Verification : 22

Answer after DVV Verification: 32

Remark : Input edited as per supporting documents

**3.4.3 Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

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

Answer before DVV Verification : 38

Answer after DVV Verification: 192

Remark : Input edited as per supporting documents

**3.5.1 Revenue generated from consultancy and corporate training during the last five years**

**3.5.1.1. Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
79700	37500	00	165500	157700

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.79	0.37	00	1.65	1.57

**3.7.1 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**

Answer before DVV Verification :

Answer After DVV Verification :37

Remark : Input edited as per supporting documents

**4.1.2 Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
334680	470495	675374	955437	482950

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.34680	4.70495	7.30126	9.55437	4.82950

4.2.2 **Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

4.2.2.1. **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34652	102754	184058	63205	236843

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.34652	1.02754	1.84058	0.63205	2.36843

4.4.1 **Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
799544	746246	821237	374420	797554

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.99544	7.46246	8.21237	7.67892	7.97554

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

5.2.1.1. **Number of outgoing students placed and progressed to higher education during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	42	50	37	86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
95	132	47	48	63

Remark : Input edited as per supporting documents

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	02	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	04	02	01

Remark : Input edited as per supporting documents

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	03	03	03	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	06	03	08	18

Remark : Input edited as per supporting documents

**5.4.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution**

**through registered Alumni association:**

**5.4.1.1. Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.3740	0.5800	0.7420	0.00	0.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.40738	0.38878	0.44093	0.44093	0.44093

Remark : Input edited as per supporting documents

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	43	57	56	60

Remark : Input edited as per supporting documents

**7.1.2 *The Institution has facilities for alternate sources of energy and energy conservation measures***

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: A. Any 4 or more of the above

Remark : Input edited as per supporting documents

**2.Extended Profile Deviations**

ID	Extended Questions				
1.1	<b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</b>				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	30602586	32898690	26373889	37624689	44818232
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	58.14653	75.90278	55.22198	68.14514	119.4261