SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

KAMLA PG COLLEGE DHOLPUR

NEAR NARROW GAUGE RAILWAY LAINE GIRRAJ COLONY, DHOLPUR
328001

www.kspm.org.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The visionary idea to educate the mankind conceptualized in 2003, named Raman Society, is a Not-for Profit society working with a zeal, providing selfless service to the people at large for two decades.

In 2003, Kamla P.G College, founded under the aegis of the Raman Society, is a co-educational institute which provides equal opportunities of learning to both the boys and the girls. The college is providing valued-based quality education in Science and Arts at Under-Graduate and the Post-Graduation levels.

The college has specific features, such as, well-experienced and qualified staff, innovative approach of teaching and learning, discipline, healthy teaching-learning environment, spacious lush green campus, smart room teaching through modern teaching aids, excellent infrastructure, central library, spacious laboratories.

Willing to build up their career in Science and Arts and to get a real higher education through hardwork to join the courses here, to prepare themselves and grab higher and higher horizons of achievements, the students from the locality, district and nearby states join this college.

The college is dedicated to the pursuit of knowledge, and striving for holistic excellence, emancipating and empoweringthe traditionally neglected girl-child through quality education and the ability to face peer pressure in a constantly evolving modern world. The college students imbibe the seeds of knowledge and Indian values to serve the Nation which results into several landmarks for the institution. It acts as an inspiration to put in more effort forconstant growth in a positive direction.

- **BOS University of Rajasthan, Jaipur Approved Extension of Provisional Affiliation in 2006.**
- **Permanent Affiliation was granted by MS Brij University, Bharatpur in Session 2021-2022**
- **ISO 21001:2018 Certified by Quality Veritas Certification Limited United Kingdom to providing Under Graduate & Post Graduatre Programs for Management Systems for Educational Organizations.**

the college promotes excellence in all its endeavours and allround development of its students. The prestige of the college is enriched with the quality education which it provides to the students through which it prepares them for the service to the Nation.

The institution has had the privilege of hosting several dignitaries in its academic functions and events over last two decades.

Vision

1. Providing ethical and value based education.
2. Nurturing a sustainable educational environment.
3. Building intellectual and imaginative minds.
4. Imparting high quality, affordable and accessible education.
5. Enhancing knowledge through global education and through the modern teaching aids.

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6. Nurturing, harnessing and exploring the potential of the students with the principles of including educational, social, cultural and spiritual awakening has yielded better employability amongst the students.

Mission

1. To cultivate knowledge, skills, values and confidence in the students to grow, thrive and prosper.
2. To instigate the spirit of leadership, integrity and deep sense of social justice in the mind of students.
3. To encourage and promote students to participate in various extracurricular and sport activities.
4. To enhance the commitment of faculties and students to the centrality of diversity, social justice and democratic citizenship.
5. To establish global competence among thinking and positive spirits of the students
6. To provide specific need based education and training opportunities for continuous professional development and all-round education to each student through enjoyable and innovative curriculum by giving individual guidance to each student "Who is going to be a future citizen of India".

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Preferential option in **admission for young aspirants from the underserved sections of the society**
- State-of-the-art facilities for **teaching, learning, research, sports, students' recreation, hostel, health center and food court**
- **Internship and soft skills development integrated curriculum** for all UG and PG students
- **90% PhD holders faculty members and 02 research supervisors**
- Research publications: **20**
- **10 functional MoUs signed with various institutions**
- **Systematized accompaniment programmes of counseling and mentoring**
- **Promotion of spiritual well-being of students of all creed and faith with regular spiritual events**
- **Outreach programme as an integral feature of the curriculum**
- **Model Resource Centre of Disability Services, the first of its kind in the nation to cater to the needs of 110 differently-abled students**
- A democratically elected student's body to best represent the aspirations of the students
- A vibrant Kamla P.G College **Association with more than 1871 active members**
- **10 reputed companies visit regularly and 100 students are recruited while 200 students pursue higher studies.**
- **All II-UG students are required to choose from any one of the clubs to earn the required credits**.
- **10 students received the government scholarships and 02 students received various management scholarships to the tune of Rs.80000.**
- Brand Name of the College in the State
- Dedicated and highly qualified faculty with number of international and national research work
- Bright and disciplined students
- **Proactive and visionary Management**
- High demand ratio for all the programmes
- State-of-art infrastructural facilities for sports and games
- **ICT enabled teaching- learning environment with focus on practical learning.**

- **Audio Video enabled classrooms, class rooms with Smart Boards, Wi-Fi enabled campus.**
- Formal and informal collaborations with research institutes of national and international level
- **Effective Mentor Mentee relationship for student support**.
- Centrally located, hence easily accessible to the students from remote areas
- **Convenient fee structure for the students from poor financial background**
- Strong motivation for extra-curricular and extension activities
- **Choice-Based-Credit-System implemented as per the directive by Host university**
- **hostel facility for boys in campus and outside campus on self support basis**

Institutional Weakness

- **The need to develop and invest more in human resources for an interactive and blended-learning pedagogy for an effective and efficient learning environment**
- **The lack of systemic mechanisms for monitoring student progression**
- **The potential talents of research not adequately converted into patents and copyrights**
- **Underutilization of the physical infrastructure for monetization**
- **The strong drive required for promotion of consultancy**
- Expansion needed to have national/ international collaborations.
- No accommodation facility available for teaching as well as non-teaching staff
- No Sanction of major projects and minor project in Sciences and arts
- Great pool of alumni, but weak **alumni contribution**.
- There is more to be done with respect to **applied and skill oriented course**.
- Less number of vocational programmes

Institutional Opportunity

- **we intended to Start online programmes**
- Becoming an autonomous Institution to degree awarding college as **a first step Identifying relevant and viable UG & PG programmes in various domains to cater to local, national and international needs**
- Tapping the potentials to **start more Honours Programme in various disciplines**
- Exploring and strengthening **academic linkages and to create new avenues for staff and student exchange programmes with the universities and colleges abroad**
- **Expanding the hostel facilities to accommodate more students**
- **Networking robust research collaboration with national and international institutions/agencies and creating more patents/copyrights through meaningful and high impact research**
- **Mentoring the non-accredited intuitions to go for assessment and accreditation with the financial and other support from UGC**
- **Exploring more avenues for promotion of entrepreneurship, incubation centres and start-ups**
- **Academic flexibility and scope for introducing new courses on account of newly obtained academic autonomy**
- **Developing vibrant partnership with industry for training and development**
- **Faculty with international exposure and potential for developing multidisciplinary as well as interdisciplinary academic/ research program**s
- More departments with the **potential to be elevated as research centers**
- Scope for **strengthening outreach programme**.

- **Extension of Research and industrial collaborations at national and international level institutions and organizations**.
- **Short term internships with media houses, NGOs and legal professionals for Arts students**

Institutional Challenge

- **Keeping pace with global development in pedagogy and research**
- **The ever-increasing cost of various resources for its acquisition and maintenance Realizing the staff exchange schemes with international institutions**
- **Attracting more multinational companies and reputed corporates for campus placements with comprehensive compensation for students of arts and Science stream**
- **Attuning to changing government/ policy making institution of higher education.**
- **Courses with the current curriculum to add value resource augmentation for a growing institution**
- Stiff competition from both upcoming and established institutions.
- Designing new curricula as per the changing needs of students and society.
- Keeping pace with the changing requirements of global market
- Making place among institutions of National Status.
- Adjusting academic and co-curricular activities to the rapidly changing socio-economic- political and techno environment.
- More departments with the prospects to become Centre of research
- To involve more financial participation of alumni in growth and development of the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has been exercising its quality initiative since inception of college and hence has a greater role and the responsibility of designing a relevant curriculum with periodical revisions for assured graduation outcomes.

This responsibility is well exercised and ensured through the curriculum which helps to attain the Program Outcomes (POs), Program Specific Outcomes (PSO) and the Course Outcomes (CO), the model curriculum and credit requirements as suggested by the UGC, parent University (Maharaja Surajmal Brij University, Bharatpur, Rajasthan) and promoting programme together with suggestions from various stakeholders. In addition, the academic directive is utilized in an effective manner through the implementation of syllabus.

The institution has academics with wide options for UG, PG level in Science, and Arts streams. Currently, the institution is offering 08 UG Programmes, 02 PG Programmes and encourages students to participate in various Skills and Value Added Certificate Programmes through NEPTL , MOOCS, SWAYAM National Portal.

Teaching-learning and Evaluation

The College has highly qualified academicians who are specialized in their respective subject areas. Many amongst its faculty are renowned authors, researchers and competent teachers who have also been a part of the restructuring committee undertaking student-centric research projects, workshops, seminars, symposia and

conferences and various activities at National and International levels.

A good number of the faculty has adopted various ICT methodologies for effective delivery which are student-centric focusing on experiential learning and problem-solving methods. The teachers identify slow learners and facilitate them through special coaching and remedial programmes. Holistic development of all students is monitored through an effective accompaniment and mentoring system.

The college has adopted many innovative practices in teaching-learning to further encourage innovation in Teaching and Learning. Regular training programmes at the college level have been organized through the lectures of the staff and others on new teaching, learning and evaluation methodologies to all academic staff to enhance and sharpen their teaching skills and enable them to bring about greater learning outcomes. The college has a logical, objective and transparent system of assessment and evaluation in place.

The Universitry COE office has its exclusive software to manage its various requirements of resultswith results and verification. The mark statement of college has various security features fixed by parent university.

The IQAC conducts quality academic and administrative audit evaluation at the end of each year for improving the academic quality. Students can peruse the valued answer scripts of the internal tests.

There is a provision to apply for revaluation of answer scripts of the final examinations.

Research, Innovations and Extension

Kamla P.G College has a strong research culture. It aims at promoting multidisciplinary research and education in Arts, Sciences. The college has a Research and Development Advisiory committee to promote the research culture among UG and PG students.

- More than 100 articles were published in the various national and international research journals.
- Innovation: 5 functional MoUs leading to collaborative activities towards Research, Faculty/Student exchange.
- Extension: UG students are required to complete 60 hours of community service. PG students visit villages to experience life at the grassroots level.

Infrastructure and Learning Resources

The institution is centrally located and spread across 1.25 acres of land area. It is housed in a state of the art infrastructural set up:

- 03 constructed floors with 18 class rooms
- 13 laboratories
- 1 Research advisiory Service lab
- 5 conference / seminar halls
- 2 Staff rooms
- One open air theatre
- Two botanical gardens
- 03 smart class rooms

- Library and Book Bank
- Open outdoor and indoor stadium
- Two well-equipped gymnasiums
- Huge parking for staff and students
- One boys hostel with occupancy of 50 s
- One Girls' hostel with occupancy of 12 girls
- The institutional building has provisions of boys hostel to make it Divyang friendly with ramp.
- Institutional library has a built up area of 2100 Sq. Ft. Located on the Second floor it has an easy access for the students.
- Library has a collection of 10000 books, and 05 journals and 2 magazines; it also has an e-library with Information and Library Network Centre (INFLIBNET) facility.
- The users of the library can access more than 100000 e-books and more than 100000 e-journals through this service.
- Institution has installed more than 20 computers, out of them 10 are quad core processor, 10 with dual core processor and remaining are P-4 type. All computers in laboratories and office are connected through LAN system. Institution has 01 computer laboratory.
- All laboratories are provided with broadband facilities through four broadband connections. The campus is Wi-Fi enabled with password security and firewall. Along with these provisions, institution also has 04 printers and scanners are installed in the labs, offices and departments.
- The institution has developed two botanical gardens. This also includes greenhouse, shade-house with special collection of medicinal plants.
- It has a lush green lawn and plantation, which provides it an eco- friendly look.
- Institution provides excellent sports facilities, such as, archery etc. within the institutional campus for students.
- It has its own playground developed as stadium with sitting capacity of 500 spectators and an indoor stadium.
- Various courts for basketball, badminton, volleyball, hockey, football etc. are present for student practice and matches. Institution also has its own gymnasiums equipped with treadmill,dumbbells, weighs etc

Student Support and Progression

The students have progressively excelled in examinations through constant students' accompaniment programmes like tutorials, remedial and mentoring programmes. Kamla PG College Dholpur encourages students by conferring various awards, medals and merit scholarships to the deserving students and always supports the students of the underprivileged sections of society by providing adequate financial assistance.

The college has an active Placement cell to promote job opportunities. An exclusive Student support service unit is established to offer academic, financial and personal support services, such as Scholarships, Management Concession, Special English Program, Supplementary Education, Special Coaching, Remedial Programmes, Personality Development through Life Skills, Art and Literature.

One of its chief focuses is empowering students from marginalized section of the society especially, the Dalits, to face the challenges in life with dignity. College takes sustained effort in the area to ensure academic excellence and skill development among its students. The institute has developed and implemented a mentor system to cater to the needs of students and monitoring their progression.

The foundation of the system is the Guru-Shishya parampara wherein every student receives personalized care and guidance. The support activities are placed under three heads; the academic support, the co-curricular support and the career and placement support. The academic support is provided through the mentor system, the remedial coaching, the peer – mentor interaction and psychological counseling etc. The co-curricular support is through NCC (Applied), NSS, Physical Education Department, various departmental associations and clubs functioning for the holistic development of our students.

The institution also runs various skill development programs to provide both academic and extra curricular support to the students.

The career and placement support starts from career counseling of the students at entry level and continues until placement job fairs organized by the institution. The institution has Student Welfare Cell, Anti-Ragging Cell, and Grievance Redressal Cell, , Entrepreneurship Cell , and various associations, which helps in the overall development of thestudent. The institution is able to cater to most of the students' need and requirement through the mentor- mentee system

Governance, Leadership and Management

The Governing Body (GB) of the College includes the President, Vice President, Honorar Secretary, Joint Secretary, Treasurer, Convener and Members. The committeemembers are actively involved in various decisions related to finance, human resource,promotion, development, governance, and management relevant affairs of the Institutions.

institution follows the principle of decentralized working, which shows efficient & effective results. The Principal through formal and informal meetings with the members of Statutory Bodies & IQAC, Director, faculty members and other stakeholders of the institution, identifies various requirements for the institution's development and then distributes works and responsibilities accordingly for execution of work.

The Institute also believes in grooming the leadership skills of its faculty members and students by assigning various roles and responsibilities to them. The Institution has developed the perspective plan for the period of 12 years (2018-2030).

The Internal Quality Assurance Cell (IQAC) of the institution takes initiatives in the preparation of the perspective plan, where certain quality indicators and criteria determined by NAAC are included. Lecture practices, group discussion, thoughtful questions, cooperative group assignments, fostering learner self-responsibility have been conducted in the campus on regular basis to enhance the teaching quality and pedagogy.

To analyze the curriculum, its programme structure, teaching quality, impact of academic programmes, infrastructure facilities, placement services etc., the Institution has a systematic and periodic feedback mechanism, which is collected from all the stakeholders.

The Institution has provision for various staff support activities like relaxation in the tuition fees of teachers' wards, travel grant to attend conferences and seminars, medical allowances and medical leaves, ESI facility, PF facilities, wheel chairs and other assistance to the physically challenged staff members, grievances handling, insurance facilities, casual and academic leaves, etc..

Understanding the vitality and need of society the institution has constituted Internal Complaints Committee against Gender Harrassement and Anti-Ragging Cell along with various other committees, which follows the guidelines defined by Central/State Government and UGC. Mobilization of financial resources leads to progressive efforts.

Institutional Values and Best Practices

The Institution is conscious of its responsibility towards nation in specific and world in general and through its various curricular and extracurricular activities. It is regularly promoting environmental issues of conservation and sustainable use of natural resources.

The faculty members of the institute are highly motivated towards fulfilling its responsibilities as global citizens and are regularly engaged in inspiring the students towards achievement of sustainable growth and environmental protection. Green audit is conducted in the institution with the help of external agencies as well as by the students of Green Club. Sustainable activities like Environmental Audit, rainwater harvesting, vermin-compost pit etc. are installed and the institution has shifted to the use of LEDs for conservation of resources.

E-Waste is regularly sent for recycling and carbon footprints are reduced through restricted entry of vehicles within the premises and plantation of trees within an outside the campus. Toxic and hazardous waste from the labs is properly managed. Offline admission, one time filling of examination form, regularly updated website for academic and examination related information, setting up of examination cell for fair and transparent conduction of examination, single window student help line for various services etc. are the administrative changes and innovations brought about in last five years.

The vision and mission of the institution is reflected in its best practices which involves faculty and student participation in social outreach program. The institution has taken over the responsibility of the village **SANDA and DUN KA PURA** Near Dholpur district, and the student activities involving social outreach like Beti Bachao Beti Padhao program promoted by Prime Minister Shri Narendra Modi as well as promoting organic agriculture, water harvesting etc. are promoted in the village by NSS.

Various student clubs also function for social outreach programs of the institution. The institution understands its responsibilities in the field of women empowerment and is continuouslyworking towards it through its various programs

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAMLA PG COLLEGE DHOLPUR
Address	NEAR NARROW GAUGE RAILWAY LAINE GIRRAJ COLONY, DHOLPUR
City	DHOLPUR
State	Rajasthan
Pin	328001
Website	www.kspm.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ps Tiwari	05642-9785552515	9414770695	-	pratapsinghtiwari1 @gmail.com
IQAC / CIQA coordinator	Kk Upadhyay	-	9887808725	-	kkupadhyay1980@ gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Rajasthan	Maharaja Surajmal Brij University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NEAR NARROW GAUGE RAILWAY LAINE GIRRAJ COLONY, DHOLPUR	Urban	1.25	2166.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Hindi	36	SR. SECONDARY	Hindi	540	187
UG	BA,English	36	SR. SECONDARY	English	540	19
UG	BA,Sociology	36	SR. SECONDARY	English,Hindi	540	40
UG	BA,Sanskrit	36	SR. SECONDARY	Hindi	540	5
UG	BA,Economics	36	SR. SECONDARY	English,Hindi	540	26
UG	BA,History	36	SR. SECONDARY	English,Hindi	540	173
UG	BA,Geography	36	SR. SECONDARY	English,Hindi	540	79
UG	BA,Political Science	36	SR. SECONDARY	English,Hindi	540	204
UG	BSc,Chemistry	36	SR. SECONDARY	English,Hindi	1260	287
UG	BSc,Physics	36	SR. SECONDARY	English,Hindi	720	86
UG	BSc,Maths	36	SR. SECONDARY	English,Hindi	720	86
UG	BSc,Zoology	36	SR. SECONDARY	English,Hindi	540	201
UG	BSc,Botany	36	SR. SECONDARY	English,Hindi	540	201
PG	MA,Geography	24	GRADUATION	English,Hindi	80	4
PG	MSc,Chemistry	24	GRADUATION	English,Hindi	80	26

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				30
Recruited	0	0	0	0	0	0	0	0	19	11	0	30
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	15	5	0	20
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	6	0	16
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	5	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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	354	6	0	0	360
	Female	129	4	0	0	133
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	15	3	0	0	18
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	104	112	118	83
	Female	18	32	36	30
	Others	0	0	0	0
ST	Male	33	20	17	12
	Female	6	3	6	2
	Others	0	0	0	0
OBC	Male	187	149	203	141
	Female	61	59	62	51
	Others	0	0	0	0
General	Male	190	161	213	133
	Female	101	88	97	62
	Others	0	0	0	0
Others	Male	23	7	8	1
	Female	9	7	4	0
	Others	0	0	0	0
Total		732	638	764	515

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College is Affiliated with MSB University, Bharatpur Rajasthan and thus follows the curriculum prescribed by the parent university. The College does not hold an autonomous status at present that allows the inclusion of programs and courses beyond the prescribed syllabi. However, the institute does align its vision with NEP for the holistic development of the learners through its own myriad ways. The college offers various programs that promote interdisciplinary interaction among students and faculty. The institute at present offers Arts and Science programs. The college providing Multidisciplinary interaction with the various department and interface between humanities, environment, value based education through workshops, Short Terms Courses , seminar and conference on disaster management, communication, soft skills, universal human values, managerial economics and more have been ingrained and regularly taught by the institute. The institute is competent enough with well qualified faculty to address the interface between arts , science and humanities, provided the parent university gives the permission to run more such cases. In order to fill the aforementioned gaps, the institute organizes regular. activities such as Blood Donation camps, Human Values projects and promotes various courses. through NPTEL-Swayam MOOCs to facilitate the multidisciplinary approach towards teaching and learning process.
2. Academic bank of credits (ABC):	The College keeps a record of the credits earned by each and every student through NPTEL courses. It also encourages and help the students through. mentors to earn credits through MOOCs. So that they get their degree, As we do not hold autonomous status we are not in a position to consider the credits which can be earned by the students from other universities either in India or abroad.
3. Skill development:	The College since its inception has been vocal about the importance of skill development and has been putting in multiple measures in this regard. The institute has a specific skill development cell that caters to technical and soft skills development of the students. The institute trains all students for soft skills on a regular basis. The institute has had tie ups with local NGO/Trust in this domain and regular faculty

	training with certifications have eased the process of transferring the required skill sets. College promoting Communication Skill Development for the language skill development and Skills relating to how to be ready for the various state level and National level competition are developed through workshops and seminars.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian knowledge system and culture essays a rich tradition that needs to be cherished with sustainable efforts. The institute despite the restricted privileges allowed by the parent university fosters the promotion of Indian culture and values by two significant clubs: Heritage Club and Ek Bharat Shresta Bharat and promoting various Awareness Programmes and Short-term lecture in campus and trough NSS. The college observes the integration of Indian Knowledge system. In addition to the teaching of Hindi and Sanskrit subjects, attempts are made to link the students to the Indian culture values through the extension lectures and discourses.
5. Focus on Outcome based education (OBE):	The College has already adopted outcome based education (OBE) system as envisaged in NEP for evaluating performance, knowledge and skills of students through the attainment of POs, PSOs and COs . The faculty members provide a transparent path way for student success by writing clear and comprehensive COs as suggested by Bloom's Taxonomy. The COs are then mapped as the scale of 0 to 3, where 0 is used for no correlation and 3 is used for strong correlation. college has special focus on outcome-based education is made through the regular conduction of practical's, field survey, library reading etc.
6. Distance education/online education:	With the onset of the pandemic, the concept of online education has strengthened its roots all across the globe. The institute has taken some of the pioneer steps in providing online education with the options of live and recorded lecture facility. The aim is to address the limited resources at the learner's end and the vision culminated in the establishment of well equipped digital studios. The studios called as e-slate enables the learners to study at their convenient time and place. All the lectures for all curriculum-based subjects are pre-recorded and made available at the digital library of the institute. Online Classes were taken by the teachers and the students were imparted

	lessons in the various subjects through Web-ex, Google meet.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Yes
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.	The students of the college are enrolled in the Electoral Literacy Club. The innovative Programmes and initiatives undertaken by the ELCs include- 1. Voluntary contribution by the students in electoral processes- The students of the college voluntarily render their services to the administration during the electoral process. 2. Participation in voter registration of students and communities - They tried their best to increase the registration of the students who are 18 years old. The same positive effort was made by them in increasing the registration of voters in the communities they belonged to. 3. Assisting district election administration in conduct of poll - On the poling days, the students were sent to the near by poling booths where they contributed in bringing the voters to the booths and to drop them back in case of sickness or deformity. 4. Voter awareness campaigns - The students of the college played a vital role in creating voter awareness through slogan writing, Rangoli- drawing, Skits and Posters 5.Promotion of ethical voting - Through door to door contacts and slogans, they requested the voters to avoid accepting gifts from the contestants and to cast their votes to the person they like most. 6. Enhancing participation of the under privileged sections of society - The students proved themselves so helpful in helping the under privileged voters, Such as disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	1.Surveys- 2. Awareness Drives

advancing democratic values and participation in electoral processes, etc.	
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.	Probably, no students in the college above 18 Years are unregistered The college organised voters registration camps from time to time with due permission and support of the administration.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
764	639	732	859	847

File Description	Document
Upload Supporting Document	[View Document]()
Institutional data in prescribed format	[View Document]()

2 Teachers

2.1

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

Response: 45

File Description	Document
Upload Supporting Document	[View Document]()
Institutional data in prescribed format	[View Document]()

2.2

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

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
98.0	92.9	152.5	134.5	116.7

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college is permanently affiliated to MS Brij University Bharatpur. It has no right to make its own curriculam, rather it is bound to follow the syllabus prescribed by the university. The teaching of all the prescribed subjects is made as per the syllabus prescribed by MS Brij University, Bharatpur.

In the college, there are Arts and Science Faculties at the Graduation level. The prescribed subjects at the Graduation level in Arts Faculty include- 1. Hindi 2. English 3. Sociology 4. Economics 5. History 6. Geography 7. Sanskrit 8. Political Science.

The prescribed subjects at the Graduation level in Science Faculty include- 1. Chemistry 2. Physics 3. Mathematics 4. Zoology 5. Botany.

The syllabus at the Graduation level in Arts is divided into 3 Units, while the syllabus at the Graduation level in Science is divided into 5 Units. The teaching plan for all the theory and practical papers for the session is made under a well planned and documented process including academic calendar and continuour internal assessment.

Attempts are made to complete the syllabus of all the subjects unit wise. For the completion of of each unit, a period of about two months is devoted, and thus, in Arts, about 6 months are given for the completion of the whole syllabus. After the completion of each unit, class-tests are given at the college level.

In Geography, practicals are conducted as per the norms pescribed by parent university.

In Science, at the Graduation level, both theory and practical classes are held regularly. The knowledge of the students is tested through quiz, classroom seminars and practicals. At the PG level, there is the facility of teaching two subjects.

At the PG level in Arts, there is Geography which is taught through theory, practicals, fieldwork and field visits and tours. Similarly, at the PG level in Science, there is Chemistry which is taught through theory, practicals and seminars.

The Main concern of the college is to conduct all the classes regularly with a view to completing the whole prescribed syllabus in time and with a view to preparing the students for the various competitions.

In addition to the class-room teaching, the students are at the same time, encouraged to join the world of competitions after completing the course. It is done through the extension lectures of the various subjects delivered by the eminent professors.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 1

File Description	Document
Institutional data in the prescribed format	[View Document](#)

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

Response: 7.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	80	120	15	20

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Kamla PG College is committed to crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability in transacting the curriculum.

The college prescribes the Professional Ethics for all its employees and ensures their adherence to it with a special focus on gender-equality by allowing the boy and the girl students to study and work together without any gender discrimination. The college believes in the efficiency of both the genders, and hence, it provides both the male and female teachers and staff to be an integral part of the college.

It provides both the teachers and the students of both the genders an effective platform to participate together in various competitions. It is obligatory for all the teaching, non-teaching, technical and non-technical staff to observe rigidly the prescribed Code of Conduct which makes it compulsory for all to respect others and not to violate human rights of others; to behave courteously and not to insult anyone; not to use tobacco or alcohol in or nearby; to abide by the rules of discipline.

It nurtures in the students certain human values through the slogans on the walls, posters, rangoti competitions etc. The students of the college are brought closer to the human values, such as, pity, compassion, cooperation and help in the college. At the same time, they are asked to exercise all such values at home while with their family members and friends.Through the visits to the various spots reflecting the environmental pollution, the students are made aware of the various environmental risks and they are allowed to give certain fruitful suggestions that can help in rooting out the environmental pollution.

Sustainability is considered the main concern. Through the visits to the various points, such as, picnic spots, parks, industrial area, polluted localities in the city, the students are brought closer to the environment, emerging environmental issues and the hazards noticeable in the environment. Lessons of professional ethics, gender, human values, environment and sustainability are imparted during the course of teaching. For it, the teachers first give examples themselves, and then they ask the students for it. The dress code of the teachers, their sense of morality, attitude and work-orientation make a lasting impression on the personality of the students.

practical approach to the curriculum is adopted so that the students gain not only the theoretical knowledge of the subjects, but also the practical knowledge. In the context of all this, the teachers and students of the college are familiar with the professional ethics, gender-indiscrimination, human values and environmental sustainability values.

It is seen at the point of time of the organization of the competitions when the students expose all such values through their personality, dressing sense, respect to the teachers, discipline, physical presence in the classrooms, library and laboratories. They leave no stone unturned to prove that they are not only aware of these issues but also exercise all this in their practical life.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 13.09

1.3.2.1 **Number of students undertaking project work/field work / internships**	
Response: 100	
File Description	**Document**
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*	
Response: D. Feedback collected	
File Description	**Document**
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 55.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
246	162	385	466	612

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

2021-22	2020-21	2019-20	2018-19	2017-18
680	680	680	680	680

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[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: 52.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
137	103	160	210	245

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

2021-22	2020-21	2019-20	2018-19	2017-18
324	324	324	324	324

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

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

Response: 38.2

2.3 Teaching- Learning Process

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

Response:

The college adopts all the possible and known students centric methods, such as experimental learning, participative learning and problem solving methodologies in order to enhance learning experiences. Besides, in many of the subjects, such as, Chemistry, Physics, Zoology, Botany, Maths, Geography, Sociology, Economics etc., the teachers use ICT-enabled tools including online resources for effective teaching and learning process. In subjects like Chemistry, Physics, Botany, Zoology, Maths, Geography, Sociology and Economics, the experimental method is used under the observation of the eminent teachers of the subjects. There is the conduction of the practicals in all the subjects regularly. Apart from the theoretical teaching of the subjects, practicals are emphasized. Participative learning is an integral part of the teaching in the college. Practicals in Science Subjects and in Geography are the mandatory part of the time table in accordance with the practical classes are taken and the students enthusiastically appear for the practicals and experimentation. For the practicals, there are 4 well-equipped Chemistry labs (2 for the students of B. Sc. and 2 for the students of M. Sc.); there are 2 Physics labs; there are 2 labs for Botany; there are 2 labs for Zoology; there is 1 lab for Maths; there are 2 labs for Geography (1 lab for B. A. Students and 1 lab for M. A. Students). All the courses prescribed to the college essentially exercise participative learning which is apparent through the participation of all the students in the classrooms, labs, games & sports, inter-faculty competitions, extension lectures etc. Problem solving methodology is used in order to raise the level of the weak students. During the college hours, the teachers entertain the weak students and help them accordingly. In addition, casual remedial classes, extra classes in the subjects in which the curriculum is not completed within the given period of time, are arranged in order to solve the problems of the students. For the problems other than the classroom learning problems, there are the established cells that help the students overcome their problems. Obviously, the teachers and cell-conveners are always ready to listen to the problems of the students and to find some solution to their

problem immediately. In a word, there is a very good rapport between the teachers and the students in the college which eventually contributes the healthy teaching-learning environment in the college.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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 NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

Response: 76

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	19	16	15	11

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document	

2.5 Evaluation Process and Reforms

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

Response:

The mechanism that is adopted for the students in the college is all effective. For the internal assessment, the teachers of all the subjects in the college give the students class-tests from time to time in order to assess the understanding of the subjects and topics taught in the classrooms. For the students who are found weak at attempting the questions given in the tests, the mechanism of remedial teaching is adopted so that the standard of the weak students may be raised accordingly. After the remedial teaching, tests are given to the weak students and from the various angles of judgment, the assessment is made. The sole concern of this mechanism is to raise the standard in a way that the weak students may easily attempt the questions. The next mechanism of internal assessment is seminar in which the students, particularly, the students of PG classess are assessed internally through their presentation at the seminars. This mechanism helps the students develop self confidence. At the same time, this mechanism helps the teachers assess the reading, writing and speaking skills of the students. Quiz is another mechanism of making internal assessment of the students. For it, from time to time, quiz competitions are organized in the college by the teachers of all the subjects. For it, the students are classified under 2 or 3 teams, and the already planned questions covering the concerning topics are asked to the team members. The team which scores the highest marks at the Quiz is declared the winner. This mechanism is helpful not only in making the internal assessment of the students, but also in preparing for the various competitions. Practicals under the observation of the subject teachers is another mechanism adopted for the internal assessment of the students. As regards, the external assessment of the students, there is an arrangement of annual examinations. The answer sheets of the exams are evaluated by the examiners not associated with the institute. Similarly, in the practical subjects, such as, Chemistry, Physics, Botany, Zoology, Maths and Geography, the knowledge and understanding of the students is assessed by the examiners appointed by the university. The grievance redressal system in the college is time-bound and efficient. whenever there is any problem to any student or guardians, the matter is brought to the notice of the convener of the redressal cell and an action is taken promptly. In this matter, fortunately, no serious issue has yet been brought to the notice of the convener of the grievance redressal cell. The members of the Grievance Redressal Cell are prompt and efficient to hear the matter and to settle it. and provide remedial teaching as well as take extra

classes

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

Although the Maharaja Surajmal Brij University prescribes the syllabus but does not develop any COs & POs. However, the statutory bodies have prescribed Pos and Cos for some programs. As such, every course teacher articulates on the learning outcomes and program outcome which makes the teaching learning process more fruitful as students are aware of the relevance of the topic in their pursuit of knowledge.

The program outcomes and learning outcomes are well defined by the HODs after brainstorming with the faculty members. The learning outcomes are prepared using Bloom's taxonomy, .Outcomes clearly describe the student expectations such as knowledge, skills, and competencies acquired after completion of the course.

- outcomes are assessed and evaluated frequently to identify the extent to which goals are accomplished.
- measure the desired outcomes during the delivery of a program, course curriculum assessment methods are decided

The emphasis on the holistic development of students in achieving the career objectives, College has a practice of organizing programs like guest lectures, conferences, seminars, and workshops, etc. The college ensures the evaluative learning process by adopting following pedagogical strategies:

- **Instructions: Instructing** the students during various stages of their Undergraduate/ post-graduate studies.
- **Designing the learning unit:** Although the Institute follows the syllabus prescribed by University ; still, the institution designs the add-on courses to fulfill the Course outcomes.
- **Delivery and achievement of the course:** The student's academic, co-curricular, sports and outstanding performances along with the growing number of placements are the example of the program-specific outcome**s.**
- **Mechanism of Dissemination of POs and COs:** Workshops are organized to enlighten the faculty members regarding the development of Pos and Cos. Thus, program outcomes and course outcomes are instrumental in achieving the vision, mission, and objectives of the institution.
- **During the orientation program**, heads of departments of various programs, explain the significance of Pos and Cos and thus enlighten students regarding the achievement of the desired competency in that particular program.
- **Program outcomes and learning outcomes are prominently displayed in the departmental**

notice boards and also institution notice board. 4.Program outcomes and learning outcomes are also made available on the college website.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

Kamla PG College Dholpur facilitates the teaching of Hindi, English, Sociology, Economics, Sanskrit, History, Geography and Political Science in BA; Chemistry, Physics, Maths, Botany & Zoology in B. Sc.; Chemistry in M. Sc. and Geography in M. A. All the programmes and courses offered by the college are run as per the guidelines of Commissionerate, College Education, Govt. of Rajasthan. The college is permanently affiliated to MS Brij University Bharatpur, and hence, it is bound to follow the syllabus prescribed by MSBU Bharatpur. For the examination of BA, B. Sc., MA, and M. Sc. there is the annual examination system. The evaluation of the students in practical subjects is made by both internal assessment and external assessment systems. The students in non-practical subjects are assessed only by the external assessment system. Every year, after the announcement of the results, attainment of POs and COs are evaluated by the Core Committee of the college. For the better performance of the students, suggestions are invited, and the teachers are instructed to teach and cover up all the topics of the syllabus in a way that hundred percent result may be attained. The core committee adopts such strategies as can help overcome the problems faced previously.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 91.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
258	258	205	182	135

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

2021-22	2020-21	2019-20	2018-19	2017-18
280	278	222	201	153

File Description	Document
Institutional data in the prescribed format	[View Document]

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
.005	.005	.005	.005	.010

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, 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:

Kamla PG College Dholpur is committed to the ecosystem for innovations, Indian Knowledge System, Awareness about IPR, IPR Cell, and other initiatives for the creation and transfer of knowledge/ technology and the outcomes of the same. The ecosystem for innovations is evident through the smartroom class teaching, video lectures, virtual platform using Zoom and Google Meet, use of powerpoint by the teachers while teaching, online classes, teaching through the self-created youtube channels, e-library. The ecosystem for the Indian Knowledge System is evident through the Hindi medium, strong teacher-student relationship, educational values, model presentation of the teachers, promotion of the socio-cultural and educational values among the students, value-oriented education. The college has always initiated for the awareness about IPR. The evidence is that the training on intellectual property organized on 2nd February, 2022 by National Intellectual Property Awareness Mission (NIPAM) was attended successfully by about 1000 teachers and students that included all the staff members and the students. The certificates were sent separately to all the participants. However, the evidence of attending the programme of some of the participants is produced. The programme was well organized and the lectures of the resource persons present at the programme helped the students and others realize and understand the importance of Intellectual Property Rights In the college, the IPR Cell was established on 3rd January, 2021. Since then it has

been working efficiently with the organization of lectures, extension lectures and workshop on IPR.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	0	02	02	03

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

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

Response: 0.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	4	6	9	23

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	**View Document**
Institutional data in the prescribed format	**View Document**

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

Response: 0.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	0

File Description	Document
Institutional data in the prescribed format	**View Document**
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	**View Document**

3.4 Extension Activities

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

Response:

The colleges has always had a serious concern for the extension activities in the neighbourhood activities since it was established in 2003. The college has organized several extension lectures since its establishement. The areas covered up by these extension lectures include; women, children, personality development, spiritualism, Indian family values, sanitation, marginalized, plantation, environmental awareness, electorate system, literacy, public health, water conservation, eco-friendly system, nutrition, ayurveda, female foeticide, beti bachao- beti padhao, digital education, traffic-control awareness, human rights awareness, consumer rights, yoga and health, motivational lectures to join army and to work for the country, patriotism, nationalism, sex-discrimination, child-labour, national integration, AIDs, Crime against women, Red-Ribbon programmes, blood donation etc. The impact of the extension lectures and activities organized in the college, villages, watery places was good and all positive. As a result of the sanitation campains organized through lectures, slogans and skits, the villagers were able to learn that

sanitation is essential for good survival. The same type of activities were organized in the college campus and nearby villages to make the people aware of literacy, nutrition, health etc. as a result of which the people were able to realize that in the modern contemporary scenario all this is essential. The impact is apparent through their having their own lavatories, clean surroundings, allowing the girls to study and to build up their career.

File Description	Document
Upload Additional information	[View Document](#)

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

Response:

It is true that from time to time several extension activities in the form of extension lectures, processions, rallies, camps, debates, discussions, competitions under the programmes like Voter-Awareness Programme, Intellectual Property Rights, Research, Extension lecture-series, lecture-series, blood-donation camp, camps were organized by the banks from time to time. The extension activities include both organized and monitored by the government bodies and organized by the college. The college and many of its faculty members got appreciation for their performance.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 50

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

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

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

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

Response: 4

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

the college has adequate infrastructure and other facilities for teaching-learning, classrooms, laboratories, computing equipment, smart class, cultural and sports activities, yoga centre, games (indoor and outdoor), auditorium etc.

The college has a healthy teaching-learning environment with a sufficient number of rooms for teaching, e-library, well-equipped laboratories of Chemistry, Physics, Botany, Zoology, Maths, Geography in sufficient number, well-experienced and qualified staff to teach the students, spacious playgrounds, auditorium, yoga centre, smart classroom, facility to play both indoor and outdoor games.

The indoor games include- carom, chess, boxing, table tennis.

The outdoor games include Kabaddi, Kho-Kho, Cricket, Volley Ball, Hockey, Football, Handball, Badminton,Shotput, Disc-Throw, Javeling throw etc.

The college is very rich in cultural activities. The singing, classical dances like Kathak, Bharat Natyam, Kuchipudi, Odyssey and traditional dance like Rajasthani, Punjabi, Marathi, Brij Ras lila practice is provided to the students of the college under the guidance and supervision of the trained singers and dancers.

Dramatics in the form of one-act play, skits and dramas are promoted from time to time. Whenever there is any invitation for inter-college competion, the students not only participate in the various singing, dancing and dramatic competitions, but also win prizes. Every year the District Nodal College, Govt. PG College Dholpur organizes such inter-college competitions, and every year the students of our college win prizes.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 15.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.28	17.28	16.31	14.49	26.4

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The college maintains a large and spacious library with thousands of books on various subjects in it for the reading. The library is automated with digital facilities for the staff, students, research scholars and others to avail them. There are five journals that have been subscribed by the college since 2018. The college library provides all these journals to the professors and research scholars.

File Description	Document
Upload Additional information	[View Document](#)

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 IT facilities in the college are updated.

The IT cell meant for the purpose updates the IT facilities frequently and provides all its employees and students a sufficient bandwith for internet connection.

Obviously, in the age of science and technology when it is essential for all the students to learn computer applications and to be familiar with the latest technology, the college is prompt to update its IT facilities and provides to all its teachers, students and other employees WIFI facility.

The available internet bandwidth in the college is 100 mbps.

The students of Graduation Part I of the college have been learning computer under the guidance and instructions of the trained full time computer teacher.

The students and the staff and other employees of the college have been availing themselves of the WIFI facility since 2012. Attempts are made to allow all the students to access to the study material available on the various sites.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 38.2

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

Response: 20

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 1

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.4334	1.576	0.264	2.436	1.23

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 20.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	175	149	167	147

File Description	Document
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 2.08

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	10	15	15

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)

5.2 Student Progression

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

Response: 3.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	5	4	5

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

2021-22	2020-21	2019-20	2018-19	2017-18
280	278	222	201	153

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

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

Response: 4.55

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 226.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
280	278	222	201	153

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Alumni Association plays a major role in interaction, implementation of policies, and developing a good network. The Association formalized and applied for Registration.

The office bearers comprising President, Vice President, and Executive Committee members have taken an active lead in the growth of the Institution. The Association started with 220 members, has a membership of 1200 students with a keen interest in the progress and achievements of their Alma Mater.

The Association members have a regular meeting of the EC members and conduct an academic data review and plan an academic calendar every year. They involve in the active participation of the Association through both monetary & non-monetary contributions.

Monetary Contributions: Right Now no Monitory Contribution
Non-monetary Contributions:The alumni students have always been involved in serving the Institution in different ways Alumni on the Orientation Day: The alumni are regular invitees on the orientation day and bridge courses. Many departments, especially the BA department, have adopted alumni interaction with the fresh batch as one of the best practices of the Department. These alumni interactions help to inspire and motivate the juniors to do their best.

Alumni involvement in publications: In the Post-Graduate departments Chemistry, alumni students are involved in publications of journals.

Alumni as Resource Persons for Career Development: Alumni are involved in the career development of the graduating students.

Alumni Motivators for Cultural Activities: Cultural events in the college are enriched by the presence and participation of distinguished alumni.

Alumni contribution towards placement: The Alumni students involved in active participation in placements in various companies.

File Description	Document
Upload Additional information	[View Document](#)

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:

Kamla PG College Dholpur maintains an effective governance and leadership policy. The institutional governance and leadership are in accordance with the vision and mission of the institution.

The governance and leadership policy of the college is apparent through the effective governance and leadership which are provided by the retired, efficient and experienced professors and principals of college education, Rajasthan. The chairman of the college is an experienced Retd. Principal in Rajasthan Government College Education.

He is the chief mentor of the institution which runs under his leadership.

In addition, there has been a post of honorary director at which the retired principals and professors have worked and have been working. Both the chairman and the director of the college make and implement policies meant for the development of the college and for the enhancement of the academic environment in the college.

The team of the lecturers which is constituted by the experienced, approved permanent assistant professors, full time teachers, guest-faculties etc. is quite efficient to contribute to the enhancement of the educational environment in the college. The college has a set vision and mission which binds all the persons associated with the college to work in order to meet it.

The institution rigidly adopts practices, such as, NEP implementation, sustained educational growth, decentralization, participation in the institutional governance, short term and long term institutional perspective plans. In a word, each and everyone in the colleges contributes to the successful implementation of the governance and leadership policies and plans.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

The institutional perspective plan is effectively deployed. For it, the long experience of the chairman, director, principal, professors plays a vital role. The functioning of the institutional bodies is effective enough to enhance the academic and cultural environment. At all levels, the efforts to keep the students linked with the various types of values required for the overall personality development are made. The administrative set up in the college which is constituted by the chairman, director and principal, is so effective. The appointment of the teachers and others is made as per the norms of UGC and State Government of Rajasthan. The service rules are observed in case of the permanent approved staff. Prescribed procedures are followed while making appointment and getting approval of the teachers.

All the appointments of the teaching and non-teaching faculty are made as per norms. The appointments are made on the basis of the interview and are approved by the university.

File Description	Document
Upload Additional information	[View Document](#)

6.2.2 *Institution implements e-governance in its operations*

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

Response: A. All of the above

File Description	Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

the institution has performance appraisal system under which every year, the Principal, approved permanent teachers, full time temporary teachers, guest-teachers, non-teaching staff are assessed by the Chairman of the college, on the basis of which the teahers are allowed or disallowed to teach. The continuity and regularity of the principal and the teaching and the non-teaching staff is allowed only after the evaluation made by the chairman. Every year, at the beginning of the session, the shortcomings of the entire staff are notified and everyone is asked to overcome those shortcomings in future. EPF of all

the employees is deducted from their salary on the basis of their consent.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 50

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

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

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

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

Response: 10.36

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	16	16	21	20

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

The college has effective strategies for mobilization and optimal utilizatio of resources and funds. The college is permanently affiliated to MSBU Bharatpur with NOC of Commissionerate, College Education, Government of Rajasthan, Jaipur. It has limited resources of income. The major resource of income is the college fee which is charged from the students while allowing admissions to them. It gets no funds from any other source (government/ nongovernment organization). All the records of income and expenditure are well maintained and it conducts internal financial audits regularly.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

The college has a long established Internal Quality Assurance Cell (IQAC) which has significantly been working effectively for institutionalizing the quality assurance strategies and processes. The IQAC maintains the academic record of all the teachers. It also maintains the record of the research work done by them. In addition, it maintains timely the record of the published research papers, attended workshops and national and international conferences.

It is research oriented, and it keeps organizing the various types of workshops on Yoga, Researh Methodology and Intellectual Property Rights etc. The record of the expenditure and fund spent on the teachers' participation in the state-level, national-level and international-level workshops and conferences organized by the college and by the other colleges.

The college IQAC reviews from time to time teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities. All this is done under a plan through the organization of the periodic meeting of the staff.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

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 is proactive in promoting gender equity by ensuring that both genders have equal access to knowledge and skills. Processes for fostering gender equity are as follows:

Organizes Awareness programs for staff &students Equal opportunities in learning and career advancement Ensuring safe and secure environment Speedy mechanism of Grievance Redressal Women Cell and Equal Opportunity Cell at Kamla PG College actively organizes awareness programs for the staff and students to educate them about gender equity and sensitization and to name a few, viz.,

1. The concept of fundamental rights and equal opportunities' 'Power of girls', 'Gender issues in workplace', 'Gender discrimination in home, society, and workplace, and etc The strategies for empowerment and facilities provided by the Cells are as follows, Gender sensitization programs, Workshops, Group discussions, Lecture Field visits Renowned personalities as guest speakers from various organizations/institutions are invited to enlighten both male and female students on gender-related aspects such as socio-economic political, legal, psychological health, and Hygiene.
2. Counseling for both female and male students on various issues like social and interpersonal issues by our expert
3. Common room for girls for healthy recreation. Support and motivation for married girls for pursuing higher education Crèche / Day Care on the campus for children of the employees working in Institution.
4. Sanitary Pad Vending and Disposing Machines (electrical incinerators) in every girl's restrooms for the benefit of the girl students and staff at Medica Kit.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

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

Response:

At Kamla PG College , students are from diverse cultural, regional, linguistic and socio-economic backgrounds and thus offer an all-inclusive and favorable learning environment to the students supported by the institution staff. The college believes in the concept of "Unity in Diversity" and offers them with an all-inclusive environment that integrates them into the socio-cultural ethos of our state.

We celebrate as many festivals and awareness days, as possible to bring the diverse array of students of the college together.

Cultural festivals: Cultural fest is conducted every year followed by various cultural competitions for students. This helps in recognizing and rewarding the talented students in Music, dance, drama, fine arts, literacy competition.

Regional festivals: The institution gives equal importance to all the regional cultural festivals. This creates oneness and diversified thinking in the minds of students of all religions and from diverse cultural backgrounds. National festivals: Independence Day, Republic Day, and National Youth Day are celebrated to kindle the patriotism of students.

Linguistic Activities/Celebrations: Events like Hindi Diwas, UN Days, Rajasthan Diwas are conducted every year on designated dates. The students actively participate in various language-related competitions and win prizes.

UNO declared 2019 as the International Year of Indigenous Languages. The language department followed the same theme and conducted the events in which around 10+ presentations were made by the students covering the languages of different states and countries.

Handwriting therapy classes are conducted under the theme "Better stroke for Bright future" by the Department of Language - Hindi with the objective of developing cognitive ability through writing.

Other diversities: The college also celebrates major world awareness days mentioned below. International Women's day is celebrated every year in March by inviting renowned women personalities for the occasion and to address the women staff and students and educate them about the development of women empowerment.

World Food Day/Hunger Day is celebrated every 16th October by providing food and snacks to the laborers who work in the construction of buildings on the college campus to create awareness among youngsters to help the needy.

World environment day is celebrated every 5th June by planting the saplings on the college campus and the students are encouraged to take action and protect the environment. World Water Day is celebrated every year by going on a rally in the local community to create awareness among the public to focus attention on the importance of potable water. International Yoga Day is celebrated every June 21st by practicing Yogasanas and Pranayama.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

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

Response:

Best Practices 1. Title of the practice: Go Green

2. Objective of the practice : To create environment consciousness Maintain biodiversity Tree plantation Use of renewable energy To maintain carbon neutrality Effective waste management

3. The context: The main challenge of the modern world is biodegradation and adversities of climate change. The lack of awareness amongst students and general public about the challenging situation facing the world consequent upon fast changing climate and abuse of nature .There is need to educate students community about the existence of challenges climate change and its adverse effect on the community and human life, at present and in future .The Eco friendly campus will give a message to the students that if nature is protected ,the adversities of climate can be avoided . The green atmosphere in the campus creates a suitable learning environment and also gives lessons regarding how to protect environment and help the human race. Apart from mankind ,the other species also need protection of environment. Life can be better and enjoyable if green practices are followed

4. Practice Plantation : There are 150 valuable trees in the campus with 46 saplings belonging to different species of Medicinal plants .

Few of them are cited below. : **Eucalyptus, Diospyros microphylia, Artocarpus hirsutus Vitex altissima Termanalia paniculata Odine wodier Hopea parviflora Olea diocia Calamus rotang Pongamia pinnata etc**. Gardens are maintained by the College. Planting of trees is a continuous process and on each environmental day, national festivals and whenever VIP guests visit the campus, new plants are being added.

Energy Conservation

- · Awareness has been created among staff and students to save energy.
- · Posters/notices are placed at vantage points in the departments on energy saving measures.
- · Incandescent bulbs are replaced with compact fluorescent lamps.
- · Lights, fans, computers and laptops are switched on only when required.
- · Lights are not turned on in rooms and labs where natural light is sufficient.
- · Leaking taps are attended to immediately.
- · Awareness programmes are being organized frequently on generation and conservation of energy obtained from various sources.
- · Green orientation programs are being organized regularly for students admitted to PG courses towards development of green and sustainable campus

Best Practice 2

STUDENT CENTRIC STRATEGIES TO ENSURE AN EFFECTIVE TWO-WAY TEACHING LEARNING MECHANISM KEEPING PACE WITH THE OUTCOME BASED EDUCATION

Objectives of the Practice: Today's education is undergoing a paradigm change away from input-output focused education and toward outcome based education. In the current situation, a student-centered teaching learning process is vital. What matters is how much the pupils learn rather than how much we educate them. As a result, the institution has taken steps to develop teaching-learning methodologies from the perspective of students and how they will benefit them in their future studies/jobs. In comparison to the small percentage of students who take advantage of work prospects, the majority of students at this

institution continue their education or take competitive exams. As a result, keeping up with modern higher education is the goal of this approach. The context Outcome-based education has brought its own set of issues to India's higher education industry, particularly given the country's low gross enrolment ratio in comparison to other countries.

The use of ICT-enabled technologies is commonplace in all aspects of life, and it is one of the most effective ways for student-centric teaching-learning in outcome-based education. Our teachers have to learn how to use ICT in the teaching-learning process by attending training programmes, workshops, watching online videos, using online platforms, and resolving challenges through conversations. The pandemic crisis necessitated the development of experiential learning methods. In other departments, especially during the pandemic, connecting students' practical experiences with their applications to real-world situations proved difficult. In a student-centered teaching-learning system, cultivating lifelong learning habits of critical thinking and problem solving is vital, and tactics were implemented appropriately. Students' communication and presenting abilities were also to be developed in order to stay up with modern schooling. The Practice The practice includes the following:

Assessing the learning levels of students: The initial stage in a student-centric teaching-learning process was to assess the students' learning levels and build the teaching process accordingly. This was accomplished through interactive meetings, class question-and-answer sessions, formative evaluations, and academic counselling from the mentors. The advanced learners were encouraged to participate in contests, creative writing, and the processing of their research-oriented thinking in many dimensions, while the slow learners were given special attention through remedial sessions and help outside of class hours.

• Computer-assisted approaches and Learning Management Systems (LMS): When online classrooms began using Google Meet or Zoom App in March 2020, the practise of employing a Learning Management System was established. Teachers were supplied their study materials and a copy of reference study materials after performing online classes from zoon. Students utilised to download study materials based on their requirements. It is extremely beneficial to individuals who are unable to attend online classes or who have slow internet connections. This enabled them to implement computer-assisted teaching approaches, which proved to be the most effective during the pandemic.

• Students were given the freedom to actively participate in the teaching-learning process through participatory learning and the selection of elective papers. Students used group discussions, debates, and student seminars, students acting as teachers in the classroom, tale reading sessions, student power-point presentations, and other tactics.

• Fostering critical thinking and problem-solving skills during the learning process: This was accomplished by providing students with assignment topics but not answers. Students worked in groups during practicals to exchange ideas and solve a problem.

• Feedback taken from students on curriculum and teaching-learning process: The IQAC collected student feedback on curricular aspects and forwarded it to the university with suggestions. Students were asked several questions, all of which were answered appropriately, such as whether the departments discussed the learning outcomes with them, whether the curriculum is need-based and meets their expectations, whether the curriculum prepares them for employment, whether the teachers used computer-assisted teaching methods, whether the internal assessments were discussed with them, and so on.

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:

"Outcome Based Educational Practice (Programme outcome, Course Outcome and Curriculum mapping)"

1. Introduction: The relevance of the curriculum in the context of the needs of 21st century and industrial Revolution – 4 has assumed the primary importance in higher education. Emphasis is being given to skills, competencies and attitude along with communication skills apart from theory knowledge. Hence, the academic programmes must spell out clearly the objectives and expected outcome (PO) as prescribed by university.

The courses of a given programme under CBCS must be specific and target oriented to achieve the expectations of a graduand. Hence, they must spell out course objectives and outcome (CO). Further, PO and CO must be complementary and holistic. This will be evident through curricular mapping.

The Universities are in the process of implementing them. Kamla PG College is as an affiliated college implemented it in their existing curriculum. The teachers and students are oriented towards PO, CO and Curriculum Mapping approach. It is a distinctive step of Kamla P.G College an innovative curricular process.

2. Aims and Objectives To inculcate the concept of Outcome Based Education amongst students and faculty by enriching the curriculum with well-defined POs and COs and its curricular mapping to emphasis learning outcomes and its evaluations during Internal Assessment by the faculty. To give emphasis to the blend of knowledge, skills, competencies, scientific temper, analytical ability, spirit of enquiry, research bent of mind, communication skills, attitude and values – ethics in curricular transactions and evaluations. To enhance the curriculum by offering Value added/Add on courses and encourage students to achieve overall academic excellence.

3. Implementation strategy and Process Although the MSB University prescribes the syllabus but, has not yet developed any COs and POs. However, the College has prescribed POs and COs for programmes at their departmental level.
As such, every course teachers articulates on the course learning outcomes and programme outcome which makes the teaching learning process more fruitful as students are aware of the relevance of the topic in their pursuit of knowledge and skills leading to competence and attitude. Workshops are organized to enlighten the faculty members regarding development of POs and COs as they are instrumental in achieving the vision, mission and objectives of the institution.

Value added courses are also offered to enrich the curriculum and achieve the stated and developed CO and POs resulting in excelling students' skills on various topics. Workshops are conducted to prepare the faculties to understand the significance of outcome based education and its achievement. Course outcomes are stated in the master session plan. Programme learning outcomes and course learning outcomes are made available on a website to the faculty members and students.

The students are inducted about PO-COs during orientation programme. The class teacher emphasis CO

while introducing and transacting each course. The schemes of objective evaluation of PO CO during Continuous Internal Assessment are also made known to students. Programme outcome assessment committees are formed to assess the level of attainment of programme outcomes and learning outcomes.

The learning outcomes are prepared using Bloom's taxonomy and outcomes are complex declarative sentences which will clearly describe the student expectations such as knowledge, skills, and competencies acquired after completion of course. The mapping and attainment of POs and COs are carried out using Institution ERP. The POs and COs are assessed and evaluated based on the Internal Assessment method. Outcomes are assessed and measured to identify the extent to which goals are accomplished. POs and COs are displayed in the college Notice boards and webpages.

4. Challenges Faced To train the faculties to adhere to the changes made by following outcome-based education in developing COs and POs which is not mandated by the parent University. Time constraint in offering value-added programs along with the regular scheme. we are in process for the development of tailor-made ERP to accommodate POs and COs mapping and its attainment.

5. Outcome and Impact Significant improvement in pass percentage, Enriched curriculum and innovative curricular delivery and transaction on par with industry expectations/requirements Increase in student enrollment for value addition courses Transparent and robust assessment and evaluation of Internal Assessment with the help of well-defined POs and COs. Self-evaluation by students is also enhanced. Increase in the number of placement of students due to understanding of outcome-based learning. Exposure to comprehensive outcome based education to all the faculties and students of the institutio

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Innovative Teaching Learning: Our Faculties Using PowerPoint Presentations (PPT) using LCD projectors for effective Teaching Learning activities in college .

Faculties used Teaching with real-time examples, case studies related to the subject. Course Files &Lab Manuals for Effective Instructions Employability Enhancement Training Programmes Entrepreneurship Awareness activities Learning resources from reputed institutions shared as supportive learning materials. (NPTEL, SWAYAM etc.)

The college has taken modern methods for various initiatives AAA and Green audit, IASO 21001:2018 for management Systems and Educational Organizations audit, energy conservation audit etc.

IQAC encourages faculty and students to adopt innovative teaching and learning techniques, through organizing orientations and faculty development programs on regular basis.

Concluding Remarks :

Kamla P.G College envisioned with "Preparing men and women for the service of the country" have completed 20 years of its existence contributing to the field of education. modest beginning in 2003.

Today the college has accommodated Students in Science, Arts and teachers, and support staff on the campus Affiliated to MSB University, the college has successfully completed all required Training and administrative needs .

The college has plans to get associated with the industry/NGO/Local Societies to provide job/skill oriented courses to improve the placement to 100%.

The College aims at QUEST for excellence through student enrichment programs like value-added, job oriented courses and language etc.

The College believes that great social and national commitment among the students has to be encouraged and motivated through value-oriented activities, the celebration of national festivals.

College dedicated to providing good quality-oriented courses and programs to suit to the present-day young minds.

We are dedicated to strengthening bonding with all our stakeholders.

We are committed to the vision and mission of the institution with the Goal and Objective

To provide quality education
To impart life skills and values
To train in confidence-building and decision making.

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As College steps into the NAAC assessment for its 1st cycle, it believes that this is an opportunity to present it's uniqueness to be objectively evaluated.

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