



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST.MARY'S P.G.COLLEGE VIDISHA

NH 146 SAGAR ROAD VIDISHA
464001

<http://stmaryscollegevidisha.edu.in/>

SSR SUBMITTED DATE: 26-07-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St Mary's PG College Vidisha was founded in the year 2000 with the aim of serving society. The college commenced very few courses in the beginning but gradually as per the requirement we have added number of UG and PG colleges of different field.

It is very heartening to notice the progress of St. Mary's P.G. College since last 15 years of its beginning. Remembering the words of Mahatma Gandhi, who says "Education aims at development of 3 Hs i.e. Hand, Head and Heart". I do believe, without the combination of these three the real aim of education becomes handicapped.

In St. Mary's P.G. College we just don't impart only the bookish knowledge to our students or any exam oriented classes. But we look for the integral growth of the students. As part of the college curriculum we do conduct physical exercises, spiritual, cultural and social activities for the growth of the students. Our dream is to make better citizens of India who would contribute to our nation to come forefront of the entire world.

Education should be for flowering of personality and not for the suppression of creativity or natural skill. In the globalized world, opportunities for the educated people are naturally ample in scope. As a result, process outsourcing activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. Through this, country can be developed for peace, prosperity and progress by able and skillful men. From the inception of St. Mary's College, it is trying to provide all kinds of modern amenities and teaching methods to the aspiring and brilliant students to mould their life style. The best infrastructure and beautiful playground of St. Mary's P.G. College makes it to be different from other colleges of Vidisha District.

The brilliant staff and their dedicated service, help the students to approach them at any time and clear their doubts and proceed with their career. I wish all the best to the students for their brilliant future.

Vision

- To Provide quality education to the local students & to transform them into global citizens.
- To inculcate high values in students so that they can become committed citizens of future.
- To give professional touch for career-building.
- To develop innovative & creative qualities, which can lead to nation- building & character – building.

Mission

- Motivating the students to set higher goals and helping them to achieve those goals.
 - Developing disciplined and standardized characters.
 - Making the students competent for current global trends.
-
- Ensuring quality – education & true-values among students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has had a long market presence as a pioneer Institution in education. Its city-central geographical location and experienced faculty make it a popular choice among aspiring students.
- The Institution has excellent infrastructure. The classrooms, Conference Halls, Laboratories, Library and facilities for sports and extracurricular activities are all well-equipped. The greenery in the campus offers a conducive ambience to the stake holders.
- The Institution is proactive in ISR activities like Blood Donation Camps, Free Eye Check-up Camps, Tree Plantation Drives, Awareness Campaigns to raise concern for environment, providing support for development of primary Government schools in nearby areas and promoting Computer literacy in the neighbourhood communities. Students are also involved in community outreach work and other ISR initiatives of the Institution.
- There is regular interaction of the Principal with the stakeholders as part of good governance.
- In order to make the students industry-ready a lot of emphasis is given to field work training and skill training.

Institutional Weakness

- The institution has less enrolment of students from state outside Madhya Pradesh
- Opportunities for Student Exchange Programmes and Faculty Exchange Programmes
- Research Culture
- Placements
- Lack of Seminars, Workshops and Conferences.

Institutional Opportunity

- Ideal location
- More scope for interdisciplinary research
- Dynamic work culture incorporating immediate changes
- Inter-departmental co-ordination

- More scope for alumni involvement
- Introducing conventional programmes in line with the industry requirements

Institutional Challenge

- Enrolment of students for post-graduate programmes
- To face the ever increasing competition in the field of Higher Education
- Upskilling and reskilling
- Lack of government funding
- Smooth implementation of NEP

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St Marys PG College is an affiliated college affiliated to Barkatullah University Bhopal. The college follows curriculum as prescribed by the Department of Higher Education Madhya Pradesh. The college offers 6 UG and 7 PG programs.

Students are informed about the lecture plans and teaching methodology for the particular lesson through time table and teaching planners well in advance. Teaching schedules are displayed on departmental notice boards and are shared through whats app group.

In our college, conventional teaching methodology is blended with reasonable use of ICT with an organization of seminars, workshops, special lectures, group discussions, group assignments and their activities. The curriculum also includes courses that nurture entrepreneurship, skill development and values for the overall development of students. The Institution integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. The curriculum includes Field projects, Internships, exposure visits and field projects to ensure experiential learning among the students. The college has a organized feedback mechanism for syllabus review and enhancement and other areas where feedback is collected, analysed and action taken report is communicated to all the stakeholders.

Teaching-learning and Evaluation

The Institution effectively integrates the interactive instructional techniques in its curriculum delivery at all levels. The techniques followed by the instructors include focused group discussions, debates, projects, presentations, experiments, practicum, internship use of ICT. The college also focuses on developing higher order thinking in its students by offering a blend of students' centric methods and participative methods like case studies, role plays and internships. The college ensures inclusive education by admitting students from diverse backgrounds every year. The college ensures various activities to cater to the learning needs of advanced and slow learners. ICT is being extensively used by the teachers to deliver the Content.

The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and the Course Outcomes (COs) of

different streams are formulated by the experts of M P Higher Education and communicated to all the stakeholders. The Evaluation Process has been continuously updated during the last five years with necessary ICT reforms. The pass percentage of students has been almost 100% during the last five years with very less reevaluation applications. Student Satisfaction Survey is conducted every year at the college level and necessary steps are taken to improve the quality across all levels.

Research, Innovations and Extension

The college is little bit lagging behind in the area of research due to its locality, but the management is trying hard and planning to provide trainings to staff and learn the activities based on research and in future will motivate staff to publish research papers, books, chapters and also submit minor and major research projects.

The college create a complete 'innovation ecosystem' that fosters the culture of self-employment and innovation. Social outreach programmes are undertaken by different Departments, Cells, NSS and NCC units. The students and staff work towards digital awareness and training sessions for the underprivileged and deprived sections of the society. Extension and outreach programmes have been undertaken on various themes such as Swachh Bharat Abhiyan, Child Rights, Nasha Mukti, AIDS Awareness etc.

Infrastructure and Learning Resources

The institution has adequate infrastructure and physical facilities for teaching – learning which includes classrooms, labs, seminar halls, conference room, mini auditorium, canteen, play grounds and courts and parking facilities. Being a wi-fi campus, few classrooms are ICT enabled. The institution budgets for infrastructure augmentation and regularly upgrades its infrastructural facilities. The institution has a partially automated and spacious library that caters to the requirements of the staff and students. The rich library resources are utilized by teachers and students physically as well as through online access. The IT facilities are updated on a regular basis as per the budget allocated for the same. For Computer based education, the institution has maintained a Computer lab equipped with systems of latest configurations. All these facilities are maintained properly in the institution as per the systems and procedures.

Student Support and Progression

St Mary's PG Collge emphasizes on holistic development of students through classroom participation, practical exposure through field visits, sports and cultural activities. Financial assistance is provided through Central and State Government scholarships such as Mukhyamantri Medhavi Vidyarthi Yojana (MMVY), HPCL, Centre Sector Scholarships and fee concessions- thereby helping the underprivileged students to get the best education at affordable cost. A safe campus ensures a peaceful and congenial learning environment to the students. Various training programmes, expert sessions and workshops in the areas of life-skills, development of technical know- how, soft-skills and personality development help in augmenting the skills and capacities of students. The college organizes sports and cultural activities to promote all-round development of the students and also motivates them to participate in state, national and international events. The alumni of the college equally contributes towards the growth of their *alma mater* by serving as brand ambassadors, experts, resource mobilizers and mentors.

Governance, Leadership and Management

The vision and mission of the college focusses on innovative approaches and quality teaching so as to bridge the gap between industry, society and academia. Through decentralization and participative management, The college endeavours to resolve and set a balance in the complementary functions, mainly in governance both fiscal and academic. The college has well defined system to establish a systematised work culture which further helps in smooth functioning of the college, focusing on the wellbeing of all the stakeholders.

Effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression fosters a family like atmosphere in the campus. The teachers are encouraged to participate in various programmes to orient, refresh and develop their teaching acumen. The college also provides financial assistance to organize and attend such events.

The college adheres to a strict Audit System assuring that the finances received and spent are in compliance with set standards. The college IQAC constantly strives to develop a system for conscious, consistent and catalytic improvement in the overall performance of the institution. It also conducts various activities to promote quality-oriented work culture.

Institutional Values and Best Practices

The college upholds strong institutional values which strengthens and weaves Indian culture into its learners. The college is a custodian of gender equitable norms, green practices, distinguished and best practices. The college community has followed a principle of mutual respect, inclusion, and a spirit of integrity in all its policy framework.

The college provides a gender equitable ecosystem to its staff and students. To promote gender equity in all segments of the society, the institution actively pursues to combat the issues of discrimination based on gender by initiating and engaging in conversation related to the matters of empowerment of women, gender-based violence, and prejudices at home and at work. The college organizes events and invites experts to educate the students on 'Gender Sensitization', 'Self Defence', 'Women's Health and Wellness', 'Educational and Safety Rights' as well as 'Child Rights and Safety'. The institution aims to achieve this possibility by initiating participation through webinars, training sessions, discussions and competitions aiming to regularise the conversation around gender equity and removing the societal barriers that hinder today's youth.

The college, being situated at the heart of the city, provides a class infrastructure to its learners. The green campus of the college has received many awards from various organisations. The college partners with major government initiatives and undertakes community work promoting green practices, gender equitable society making significant contributions towards a better world.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | ST.MARY'S P.G.COLLEGE VIDISHA |
| Address | NH 146 SAGAR ROAD VIDISHA |
| City | Vidisha |
| State | Madhya Pradesh |
| Pin | 464001 |
| Website | http://stmaryscollegevidisha.edu.in/ |

| Contacts for Communication | | | | | |
|----------------------------|----------------|-------------------------|------------|--------------|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | selvichan john | 07592-250486 | 9425463479 | 07592-250486 | stmarysvidisha@gmail.com |
| IQAC / CIQA coordinator | ARVIND DWIVEDI | 07592-250466 | 9893677402 | 07592-250466 | SOURABHDUBEY100@GMAIL.COM |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|---|
| If it is a recognized minority institution | Yes Minority cer.pdf |
| If Yes, Specify minority status | |
| Religious | Christians |
| Linguistic | |
| Any Other | |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| State | University name | Document | | |
| Madhya Pradesh | Barkatullah 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 | NH 146 SAGAR ROAD VIDISHA | Urban | 16 | 4069 |

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 | BCom,Commerce,COMPUTER APPLICATION TAXATION | 36 | HIGHER SECONDARY | English,Hindi | 190 | 135 |
| UG | BA,Arts,POLY SCIENCE SOCIOLOGY ECONOMIC S COMP APP ENGLISH LIT | 36 | HIGHER SECONDARY | English,Hindi | 150 | 88 |
| UG | BBA,Management, | 36 | HIGHER SECONDARY | English,Hindi | 60 | 59 |
| UG | BCA,Computer Application, | 36 | HIGHER SECONDARY | English,Hindi | 60 | 5 |
| UG | BSc,Science,PHY CHEMISTRY MATHS BIOTECH ELECTRONICS COMP SCI ZOOLOGY BIO CHEM | 36 | HIGHER SECONDARY | English,Hindi | 575 | 98 |

| | | | | | | |
|--|--|----|----------------|-------------------|----|----|
| | MICRO BIO BOTANY IND CHEM | | | | | |
| PG | MSc,Physics, PHYSICS | 24 | GRADUATI ON | English,Hind i | 25 | 2 |
| PG | MCom,Com merce, | 24 | GRADUATI ON | English,Hind i | 25 | 8 |
| PG | MSc,Chemist ry,CHEMIST RY | 24 | GRADUATI ON | English,Hind i | 25 | 15 |
| PG | MSc,Botany, BOTANY | 24 | GRADUATI ON | English,Hind i | 25 | 8 |
| PG | MSc,Zoolog y,ZOOLOG Y | 24 | GRADUATI ON | English,Hind i | 25 | 12 |
| PG | MSc,Mathem atics,MATH EMATICS | 24 | GRADUATI ON | English,Hind i | 25 | 3 |
| PG | MSc,Comput er Science,C OMPUTER SCIENCE | 24 | GRADUATI ON | English,Hind i | 25 | 2 |
| PG Diploma recognised by statutory authority including university | PGDCA,Co mputer Application, | 12 | GRADUATI ON | English,Hind i | 30 | 0 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 31 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 5 | 0 | 31 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 17 |
| Recruited | 13 | 4 | 0 | 17 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 6 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 4 | 0 | 24 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 640 | 0 | 0 | 0 | 640 |
| | Female | 317 | 0 | 0 | 0 | 317 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 33 | 0 | 0 | 0 | 33 |
| | Female | 54 | 0 | 0 | 0 | 54 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | 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 | 63 | 52 | 62 | 65 |
| | Female | 36 | 30 | 40 | 48 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 1 | 5 | 6 |
| | Female | 1 | 1 | 4 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 405 | 363 | 413 | 420 |
| | Female | 194 | 172 | 210 | 265 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 204 | 155 | 184 | 265 |
| | Female | 139 | 118 | 142 | 165 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1044 | 892 | 1060 | 1238 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Madhya Pradesh is first state to implement NEP-2020 for Under Graduate (UG) programmes in non-technical institutions category. The institution facilitates interdisciplinary courses by integrating them in the curriculum of under UG programmes. In the UG level Choice Based Credit System (CBCS) Semester mode is introduced in the college. The college has adopted the 14 (B) Ordinance of Madhya Pradesh Higher Education which has allowed it to follow the annual pattern as per the directives of affiliating university. In the academic year 2021-22, the college started CBCS across all the UG programmes. The students are given liberty to select their choice of subjects based on their interest and</p> |
|--|---|

| | |
|--|--|
| | passion in Major, Minor, Generic Elective, Skill Enhancement Courses and Discipline Specific Electives. |
| 2. Academic bank of credits (ABC): | The institution has adopted NEP 2020 in the academic year 2021-2022, wherein credit based courses are introduced in the first year of the UG programmes. As regards Academic Bank of Credits the college has provided ABC id of all our registered students to affiliating university and Barkatullah university is taking care of uploading students data on ABC portal. The college is not having any right to directly upload the student details on portal. |
| 3. Skill development: | Keeping in mind the current scenario, the institution used to integrate various skill based activities into its curriculum pertaining to Skill Development. The college also organized Capacity Building Programme for male and female students of the HEI. Similarly the Career Guidance and Placement Cell organizes program on regular basis which focusses on enhancing the skill development. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | To integrate the values of Indian tradition, the institution offers value added programmes such as Values and Professional Ethics, Indian Craft and Painting etc in their curriculum as per the directives of MP Higher Education. The students are also involved in Community Engagement Programmes, Village Immersion Programmes, Social Outreach activities which helps the students to understand the pulse of rural India. |
| 5. Focus on Outcome based education (OBE): | Focussing on Outcome Based Education (OBE), all courses are enlisted with their Course Outcomes (COs) which are in line with the Programme Specific Outcomes (PSOs) and Programme Outcomes (POs). The PSOs are further mapped to the POs of UG and PG programmes. The college is planning to evaluate the attainment of each course at the end of each year and as per the evaluative report, due action will be taken in discussion with the members of statutory committee of the college. |
| 6. Distance education/online education: | Online education is offered through online classes which is supported by the ICT infrastructure available in the college. faculty members provides e-notes to all the students pertaining to their syllabus. E-content in the form of descriptive modules developed by the faculty members are also available to the |

students. The college is also planning to develop e-content in the future under 4 quadrant approach.

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. | We used to conduct voter awareness program on annual basis as per the instructions of MP Higher Education. we have also organized aadhar updation camp as the contribution. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | No |
| 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. | Almost all the students enrolled in the college are enrolled as voters. when we conduct voter awareness program, we used to ask each and every student whether they are enrolled themselves in the voter list or not. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 815 | 722 | 826 | 1005 | 1339 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 31

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 28 | 29 | 29 | 29 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------------------------|---------|-------------------------------|---------|---------|
| 67.67 | 84.71 | 101.51 | 152.36 | 133.94 |
| 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:

Effective curriculum planning and delivery are foundational to the success of any educational institute. It requires a systematic and well-documented process that integrates various components such as an academic calendar and continuous internal assessment. This ensures that the educational goals are met, students' learning needs are addressed, and overall academic excellence is maintained.

Curriculum Planning:

Here at **St. Mary's P.G. College** curriculum planning involves designing a structured framework that outlines the educational objectives, content, teaching strategies, and assessment methods for a specific course or program. It begins with identifying the educational goals and outcomes that the institute aims to achieve.

Institutes typically form curriculum committees comprising educators, administrators, and subject matter experts who collaborate to develop and review the curriculum. They consider factors such as the relevance of content to current trends and societal needs, the sequencing of courses, and the integration of interdisciplinary perspectives.

The curriculum planning process also includes mapping out the academic calendar, which delineates the duration of each academic term, breaks, and important events. This calendar serves as a guide for scheduling classes, assessments, and extracurricular activities throughout the year. A well-structured academic calendar ensures that learning experiences are evenly distributed and that there is ample time for reflection, revision, and consolidation of knowledge.

Delivery of Curriculum:

Once the curriculum is planned, the next crucial step is its effective delivery. This involves implementing teaching strategies that cater to diverse learning styles and abilities of students. Educators utilize a variety of instructional methods such as lectures, discussions, group projects, and hands-on activities to engage students and facilitate deep learning.

Technology plays an increasingly important role in curriculum delivery, like incorporating online learning platforms, multimedia resources, and digital tools to enhance teaching and learning experiences. Blended learning approaches, combining face-to-face instruction with online components, offer flexibility and accessibility, particularly in a digital age.

Continuous Internal Assessment:

Continuous internal assessment is integral to monitoring student progress and understanding their strengths and areas needing improvement throughout the academic year. It involves ongoing evaluation through quizzes, assignments, projects, presentations, and periodic tests. These assessments provide timely feedback to both students and instructors, enabling adjustments to teaching strategies and interventions as necessary.

We often establish assessment criteria and rubrics aligned with learning objectives to ensure consistency and fairness in evaluation. The data collected from internal assessments also inform curriculum review and development processes, helping identify areas where the curriculum may need adjustment to better meet learning outcomes.

Documentation and Review:

Documentation is critical in maintaining transparency and accountability in curriculum planning and delivery. We maintain records of curriculum documents, academic calendars, assessment results, and feedback from stakeholders. These documents serve as references for educators, administrators, accreditation bodies, and other stakeholders involved in quality assurance and improvement processes.

Regular review and evaluation of the curriculum by curriculum committees or academic boards ensure its relevance and effectiveness. We gather feedback from students, faculty, alumni, and employers to assess the curriculum's impact on student learning outcomes and career readiness.

Conclusion:

In conclusion, effective curriculum planning and delivery require a well-coordinated and documented approach that encompasses curriculum design, academic calendars, delivery methods, continuous assessment, and ongoing review.

1.2 Academic Flexibility**1.2.1**

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

Response: 0

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.2.2

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

Response: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment**1.3.1**

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

Response:

In our college, the integration of crosscutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum plays a pivotal role in shaping a holistic educational experience that prepares students to become responsible and ethical professionals in their respective fields.

Professional Ethics:

Professional ethics are fundamental principles that guide individuals in their conduct within their professions. By integrating professional ethics into the curriculum, our college emphasizes the importance of integrity, accountability, and ethical decision-making. Students learn ethical theories, case studies, and codes of conduct relevant to their disciplines, preparing them to navigate complex ethical dilemmas they may encounter in their careers.

Gender Issues:

Addressing gender issues in the curriculum ensures inclusivity and promotes gender equality within the academic environment and beyond. Students explore topics such as gender roles, stereotypes,

discrimination, and intersectionality. They engage in discussions and projects that challenge biases and promote awareness of gender diversity, fostering a more inclusive and equitable learning environment.

Human Values:

Human values form the foundation of personal and professional integrity. Our curriculum incorporates teachings on compassion, empathy, respect, and social responsibility. Through reflective practices and experiential learning, students cultivate a deeper understanding of their own values and develop skills to uphold ethical standards in their interactions with colleagues, clients, and communities.

Environment and Sustainability:

With global environmental challenges becoming increasingly urgent, integrating environment and sustainability issues into the curriculum is crucial. Students learn about environmental degradation, resource management, climate change, and sustainable development practices. They explore innovative solutions and strategies to promote environmental stewardship and contribute to building resilient and sustainable societies.

Implementation and Impact:

The integration of these crosscutting issues is implemented through various strategies across disciplines. Courses are designed to include dedicated modules, seminars, workshops, and field experiences that address these themes. Guest lectures by experts, collaborative projects, and community engagement initiatives further enrich students' learning experiences and deepen their understanding of these critical issues.

Benefits and Outcomes:

The integration of crosscutting issues enhances the relevance and applicability of the curriculum to real-world challenges. It prepares students not only with technical knowledge but also with the values, perspectives, and skills necessary to become socially responsible professionals and global citizens. Graduates are equipped to address complex societal issues, contribute positively to their professions, and advocate for ethical practices and sustainable development in their careers.

Conclusion:

In conclusion, our college's commitment to integrating crosscutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum reflects our dedication to providing a comprehensive and forward-thinking education. By embedding these themes throughout the learning experience, we ensure that our students are not only academically prepared but also morally and ethically equipped to make meaningful contributions to their professions and society at large. This holistic approach fosters a culture of responsibility, inclusivity, and innovation, preparing our graduates to lead with integrity and make a positive impact in a rapidly changing world.

1.3.2

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

Response: 62.21

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

Response: 507

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

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

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

| File Description | Document |
|--|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| Action taken report on the feedback analysis | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 41.09

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 336 | 321 | 338 | 546 | 577 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1150 | 1030 | 1030 | 1030 | 915 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[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: 51.92

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 229 | 233 | 242 | 378 | 389 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 632 | 566 | 566 | 566 | 503 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.29

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:

Our college focusses on the holistic development of the students. Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences of the students. In the post graduate level, students are involved in dissertation and projects. Students actively participate in an array of academic activities like class room seminars on chosen/ assigned topics, home assignments, power point presentations, model preparation. They are also involved in activities of various Committees, Departments, NCC, NSS, Sports and other competitions.

Experiential Learning

The learners get hands-on experience through workshops and trainings. Learning is aided through field visits, industrial visits, field work, teaching practice in schools, internships and training with various organizations. Social Outreach programs like visits to government schools, slums and rural areas to inculcate social values and expose the students to real-life situations. Rural Camps are organized for Social Work students and NSS volunteers which inculcates altruistic approach among the students. The experiential learning helps to bridge the industry –academia, rural –academia gap whereby the students understand the social fabric of the society. In Simulated teaching, students and teachers simulate a particular role and try to develop an identity with the scenario.

Participatory Learning Opportunities

Participatory Learning opportunities are provided through group discussions, exhibitions and debates on various contemporary topics from and beyond the syllabus to facilitate interactive approach. Group presentations and project work are assigned in all subjects across the streams to encourage teamwork and participative learning. The course outcomes are assessed by the subject teachers during these events. Student Clubs and Committees are constituted which work independently to organize events and fests of academic and non-academic nature, to promote both participative and experiential learning. This helps the students to remain proactive, work co-operatively, take accountability and develop self-confidence. It stimulates students' interest and provides an opportunity for freedom of thought and free exchange of different views.

Problem solving methods

The students are involved in case work, social group work, case study and case discussions whereby they learn the techniques of solving the problems of individuals, group and community.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 83.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35 | 35 | 35 | 35 | 35 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | 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: 17.81

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 5 | 5 | 5 |

| 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 |

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:

St Mary's College Vidisha focuses on quality Education with emphasis on Excellence in Education System. In order to maintain the standard of monitoring and evaluation the institution adopts the following measures:

1. Class Counsellor is appointed for each class.
2. Respective Class Counsellor takes care of students' attendance, meeting with parents, tracking of results and counseling etc.

3. Students are informed about various Notices, Class tests and Competitions from time to time through Class Counsellors/Notice Boards/What's app groups.
4. Students are being mentored for their academic performances and extra-curricular activities.
5. Academic Evaluation System also includes the tracking down of slow and advanced learners and encouraging them for performance improvement.
6. Internal tests are being conducted by respective subject teachers and these marks are recorded.
7. Examination Committee plans and executes the whole internal Examination Process.
8. Examination Committee plans and executes session ending examination according to the guidelines of Barkatullah University. The functioning of Exam Committee includes filling of examination forms, distribution of admit cards , Time table, sending of attestation to examination center, and follow-up for ATKTK examinations, if required.
9. The academic performance of student is based on Theory lectures, Practical, Tutorials and Internal Exams (Seminars and Presentations). .
10. Internal Exam (Continuous Evaluation) is being discussed and explained by subject teachers to students viz. § What is expected § How it will be conducted. § Explanation of criteria and guidelines of exams § Last date is announced. § Queries of the students are solved.
11. Subject teachers maintain records of the Internal Exam.
12. Marks are submitted to the Head/In charge of the Department who forward it to the Examination Committee.
13. The Defaulters or students who remain absent in the internal exams are asked to provide reasons for their absence.
14. Additional Internal Exams are arranged for the students with valid reasons of absence and supporting documents.
15. Students without any valid reason or who fail to produce any supporting documents are not allowed to take the additional internal exams.
16. Academic Evaluation System empowers students through § Expert Talks § Guest lectures § Video Tutorials § Practicals § Hand on Training § Workshops § Industrial Visits § Field Trips § Demonstrations § You tube links/blogs § Internet support

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:

Program outcomes (POs) and course outcomes (COs) are essential components of curriculum design and assessment in educational institutions. They serve as benchmarks to measure the achievement of educational goals and ensure alignment with industry standards and societal needs. At our college, these outcomes are clearly stated and prominently displayed on our website, reflecting our commitment to transparency, accountability, and academic excellence across all programs offered.

Program Outcomes (POs):

Program outcomes are broad statements that describe what students are expected to know and be able to do by the time they graduate from their respective programs. They encompass the knowledge, skills, and attitudes that students acquire throughout their educational journey. At our college, the POs are designed to reflect the specific goals of each program and are formulated based on input from faculty, industry experts, and relevant stakeholders.

Course Outcomes (COs):

Course outcomes are specific statements that describe what students are expected to learn and achieve in each individual course within a program. They are aligned with the program outcomes and provide a more detailed focus on the content, skills, and competencies to be developed through the course curriculum.

Display and Transparency:

At our college, these POs and COs are prominently displayed on our website, ensuring transparency and accountability to all stakeholders including students, parents, faculty, and employers. They serve as a guide for curriculum development, instructional design, assessment strategies, and continuous improvement efforts.

The display of POs and COs demonstrates our commitment to academic quality and ensures that our programs are aligned with industry expectations and global standards. It allows prospective students to make informed decisions about their educational pathways and provides current students with clear learning objectives to strive towards throughout their academic journey.

Conclusion:

In conclusion, program outcomes (POs) and course outcomes (COs) are integral to the educational framework at our college, guiding curriculum design, assessment practices, and overall educational effectiveness. By clearly stating and displaying these outcomes on our website, we uphold transparency, foster accountability, and ensure that our programs prepare students with the knowledge, skills, and competencies needed for success in their careers and contributions to society. This commitment to clarity and alignment with educational goals underscores our dedication to excellence in education and continuous improvement.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

St Mary's Collge Vidisha follows the Guidelines of Barkatullah University. According to it course out come is measured in terms of results of session ending practical examination including viva & Theory examination. According to these parameters students of the college are learning the syllabus well and attaining the course out comes. How ever internally program out come and course out comes are evaluated by the institution by organising Program specific competitions and activities.

2.6.3

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

Response: 97.72

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 262 | 421 | 519 | 453 | 527 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 273 | 437 | 521 | 463 | 539 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Institutional ecosystems designed to foster innovation and integrate traditional Indian knowledge systems while promoting awareness about Intellectual Property Rights (IPR) are pivotal in today's educational landscape. This essay delves into the comprehensive framework established by **St. Mary's P.G. College** to cultivate innovation, promote indigenous knowledge, and facilitate the creation and transfer of technology.

Our institution's commitment to fostering innovation is underscored by its proactive measures to integrate traditional Indian knowledge systems. Recognizing the rich heritage of Indian knowledge spanning diverse domains such as Ayurveda, Yoga, traditional medicine, and sustainable agriculture, the institution has championed efforts to harness and synergize this knowledge with contemporary technological advancements. This fusion not only preserves cultural heritage but also propels it into the realm of modern applications, fostering a unique interdisciplinary approach to innovation.

Central to our institution's strategy is its emphasis on Intellectual Property Rights (IPR) awareness. An

IPR cell has been established to educate students, faculty, and researchers about the importance of protecting intellectual assets. Workshops, seminars, and training programs are regularly conducted to familiarize stakeholders with copyright, patents, trademarks, and trade secrets. This proactive approach not only instills a culture of respect for intellectual property but also empowers innovators to safeguard their creations, thereby fostering a conducive environment for research and development.

Moreover, Our institution has established an incubation center that serves as a hub for nurturing entrepreneurial ventures emerging from within the institution. Equipped with state-of-the-art facilities and mentorship programs, the incubation center supports budding entrepreneurs at every stage of their journey—from ideation and prototyping to market entry and scaling. This ecosystem not only encourages students and faculty to translate their innovative ideas into tangible products and services but also facilitates the commercialization of research outcomes, thereby contributing to economic growth and societal development.

In addition to the incubation center, Our institution has implemented various initiatives to facilitate the creation and transfer of knowledge and technology. Collaborative research projects with industry partners and government agencies enable the institution to address contemporary challenges while creating practical solutions with real-world impact. Knowledge exchange programs with international universities further enrich the academic environment, fostering cross-cultural learning and promoting global best practices in innovation and technology transfer.

The outcomes of Our institution's initiatives are evident in its track record of innovation and impact. Numerous patents, publications in reputed journals, and successful startups are testament to the institution's commitment to advancing knowledge and technology for the greater good. The innovation ecosystem nurtured by **St. Mary's P.G. College** not only stimulates academic excellence but also cultivates a spirit of inquiry, creativity, and entrepreneurship among its stakeholders.

Looking ahead, Our institution remains steadfast in its mission to further enhance its innovation ecosystem and strengthen its contributions to the national and global knowledge economy. By continuing to leverage traditional Indian knowledge systems, promoting IPR awareness, expanding its incubation center, and fostering collaborative partnerships, the institution is poised to make even greater strides in innovation and technology transfer in the years to come.

In conclusion, Our institution serves as a beacon of innovation and excellence, embodying the synergy between traditional Indian wisdom and modern technological advancements.

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: 1

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards

3.3.1

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

Response: 0.29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 2 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | 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: 0.06

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

3.4 Extension Activities

3.4.1

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

Response:

Introduction to Extension Activities and Community Engagement

Extension activities in educational institutions serve as crucial mechanisms for fostering community engagement, promoting social responsibility among students, and enhancing their holistic development. These activities bridge the gap between theoretical knowledge and practical application, thereby nurturing socially conscious individuals who understand and contribute to societal needs.

Overview of Activities and Initiatives

Over the past five years, our institution has actively engaged in a variety of extension activities within our neighborhood community. These initiatives have encompassed a wide range of themes, including education, health, environment, and social welfare.

Impact on Students

1. Awareness and Sensitization

- **Example:** A project focused on educating community members about sustainable farming practices not only improved agricultural outcomes but also raised awareness among students about environmental sustainability and food security issues.
- **Impact:** Students developed a deeper understanding of the challenges faced by rural communities and the importance of sustainable development.

2. Skill Development

- **Example:** Health camps organized in collaboration with healthcare professionals provided students with hands-on experience in conducting medical assessments and offering basic healthcare services.
- **Impact:** Students developed interpersonal skills, empathy, and a sense of responsibility towards improving community health.

3. Leadership and Teamwork

- **Example:** Organizing cultural festivals to celebrate diversity within the community required students to collaborate, manage logistics, and promote inclusivity.
- **Impact:** Students enhanced their leadership skills, learned to work in diverse teams, and appreciated the cultural richness of their surroundings.

4. Personal Growth

- **Example:** Mentoring programs where students tutored underprivileged children not only improved academic performance but also instilled a sense of social responsibility and empathy.
- **Impact:** Students reported increased self-confidence, empathy towards others, and a broader perspective on societal challenges.

Community Impact

1. Education and Skill Enhancement

- **Example:** Workshops on digital literacy conducted for community members improved their employability and access to online resources.
- **Impact:** The community reported enhanced skills and knowledge, leading to better job prospects and economic empowerment.

2. Health and Well-being

- **Example:** Awareness campaigns on sanitation and hygiene practices resulted in improved health outcomes and reduced incidences of waterborne diseases.
- **Impact:** Community members adopted healthier practices, leading to a better quality of life and reduced healthcare costs.

3. Environmental Sustainability

- **Example:** Tree plantation drives and waste management initiatives contributed to a cleaner and greener neighborhood.
- **Impact:** The community experienced improved environmental conditions, fostering a sense of pride and responsibility among residents.

Holistic Development of Students

The extension activities have significantly contributed to the holistic development of our students by providing them with practical exposure, fostering a sense of civic duty, and nurturing essential life skills.

Through these experiences, students have grown intellectually, emotionally, and socially, preparing them to be conscientious citizens and future leaders.

Conclusion

In conclusion, the extension activities conducted by our institution in the neighborhood community over the last five years have yielded substantial benefits for both students and the community at large. By engaging in these initiatives, students have been sensitized to various social issues, developed essential skills, and contributed positively to societal welfare. These activities are integral to our commitment to holistic education and community development, aligning with our vision of producing responsible global citizens who are equipped to address the challenges of the 21st century.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2

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

Response:

Nil

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: 94

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 27 | 35 | 11 | 06 |

| 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 |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |

3.5 Collaboration

3.5.1

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

Response: 0

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

St. Mary's P.G. College is committed to providing a holistic learning environment supported by robust infrastructure and state-of-the-art facilities that cater to the diverse needs of teaching, learning, and student development. The institution's comprehensive approach encompasses modern classrooms, advanced laboratories, ICT-enabled facilities, cultural and sports amenities, and wellness centers, reflecting its dedication to fostering academic excellence and overall student well-being.

Classrooms and Laboratories: At **St. Mary's P.G. College** classrooms are designed to facilitate interactive and engaging learning experiences. Equipped with smart class technology, including multimedia projectors, interactive whiteboards, and audio-visual aids, these classrooms enable faculty to deliver lectures effectively while encouraging active participation and collaborative learning among students. Ergonomically designed furniture ensures comfort, conducive to prolonged study sessions and discussions.

Laboratories form an integral part of the institution's infrastructure, particularly in science and technology disciplines. These laboratories are equipped with modern equipment, apparatus, and instrumentation necessary for conducting experiments, research projects, and practical demonstrations. Regular maintenance and updates ensure that students have access to cutting-edge facilities that align with industry standards, preparing them for hands-on application of theoretical knowledge in real-world scenarios.

ICT-Enabled Facilities: Recognizing the importance of technology in education, **St. Mary's P.G. College** has implemented a Learning Management System (LMS) and other ICT-enabled tools to support academic activities. The LMS provides a digital platform where students can access course materials, submit assignments, participate in online discussions, and collaborate with peers and faculty members. Additionally, high-speed internet connectivity across campus facilitates seamless access to online resources, e-libraries, and research databases, empowering students to engage in self-directed learning and research.

Cultural and Sports Activities: Promoting holistic development, **St. Mary's P.G. College** offers a vibrant array of cultural and sports activities. The institution hosts cultural events, festivals, and artistic performances that celebrate diversity and foster creativity among students. Dedicated spaces for cultural activities, such as an auditorium equipped with sound and lighting systems, provide a platform for

students to showcase their talents and cultural heritage.

Sports facilities at **St. Mary's P.G. College** are designed to encourage physical fitness and sportsmanship. Indoor and outdoor sports facilities include courts for basketball, volleyball, and badminton, athletic tracks, and fields for cricket, football, and hockey. These facilities are complemented by trained coaches who oversee training sessions, organize intra-college tournaments, and prepare students for intercollegiate competitions, promoting a spirit of sportsmanship and teamwork.

Yoga Center, Gymnasium, and Wellness Initiatives: In line with its commitment to holistic student development, **St. Mary's P.G. College** prioritizes physical and mental well-being through dedicated wellness centers. A yoga center offers yoga and meditation classes, promoting stress relief, mindfulness, and overall wellness among students and staff. The institution also houses a well-equipped gymnasium with modern fitness equipment, encouraging students to maintain a healthy lifestyle and participate in physical fitness activities.

Auditorium and Event Spaces: The institution's auditorium serves as a hub for academic and cultural events, conferences, seminars, and guest lectures. Equipped with audio-visual facilities, the auditorium accommodates large gatherings and enhances the learning experience by hosting eminent speakers and industry experts. Additionally, multipurpose event spaces are available for student clubs, societies, and community engagements, fostering a dynamic campus life and encouraging student leadership and organizational skills.

| 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: 11.93

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19.61 | 13.89 | 15.91 | 3.81 | 11.24 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

4.2 Library as a Learning Resource

4.2.1

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

Response:

In the contemporary educational landscape, the library plays a pivotal role as a hub of knowledge and learning enrichment within higher education institutions. Our college library stands at the forefront of this transformation, leveraging state-of-the-art digital facilities and integrated library management systems (ILMS) to optimize accessibility and utilization for both faculty and students.

The integration of ILMS has revolutionized the operational efficiency of our library. Tasks such as cataloging, circulation management, and resource acquisition are seamlessly streamlined, ensuring a smooth and efficient workflow. This automation not only reduces administrative burden but also enhances the availability of resources, allowing librarians to focus more on user engagement and support.

Central to our library's success is its robust collection of e-resources and journals. Adequate subscriptions to leading academic databases, electronic journals, and digital repositories have been meticulously curated to cater to the diverse research and educational needs of our academic community. This comprehensive access empowers faculty members and students alike to explore cutting-edge research, access peer-reviewed literature, and stay abreast of developments in their respective fields.

Faculty members benefit significantly from our library's digital resources. Access to a wide array of scholarly materials enables them to enrich their teaching methodologies with current research findings and case studies. Furthermore, these resources support faculty in conducting high-quality research, contributing to their professional development and academic pursuits. The library serves as a catalyst for interdisciplinary collaboration, fostering a culture of innovation and scholarly inquiry among faculty members.

For students, the library serves as a cornerstone of academic support and intellectual growth. It provides them with the tools and resources necessary to deepen their understanding of coursework, explore diverse perspectives, and develop critical thinking skills. Whether pursuing undergraduate studies or engaging in postgraduate research, students have access to a wealth of digital resources that facilitate independent learning and scholarly exploration.

Beyond physical accessibility, our library's digital facilities enable remote access to resources, accommodating the needs of a diverse student body. This inclusivity ensures that all students, including part-time learners and those engaged in off-campus research, can benefit from the library's extensive collection and services. Such flexibility enhances the overall educational experience, promoting equity and access across our academic community.

In alignment with NAAC guidelines, our library's commitment to continuous improvement and excellence is evident. The strategic integration of technology and digital resources not only enhances the quality of education but also contributes to institutional accreditation and recognition. By providing

robust library services that support teaching, learning, and research, we demonstrate our dedication to academic excellence and student success.

In conclusion, our college library stands as a beacon of innovation and academic advancement. Through the effective utilization of ILMS, extensive subscriptions to e-resources, and optimal utilization by faculty and students, we uphold the principles of quality education as outlined by NAAC. As we continue to evolve in a digital age, our library remains steadfast in its mission to empower learners, foster intellectual curiosity, and shape the future leaders of tomorrow.

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:

At our college, we recognize the critical role of Information Technology (IT) in modern education, and we continually strive to enhance our IT facilities to support the academic and research needs of our faculty and students. Our commitment is reflected in our proactive approach to updating IT infrastructure and ensuring robust internet connectivity across campus.

IT Facilities Overview:

Our IT facilities are designed to provide comprehensive support for teaching, learning, and research activities. We maintain a dedicated IT department tasked with overseeing the management, maintenance, and enhancement of all IT resources within the college. This department collaborates closely with faculty and administrative staff to ensure that technological advancements align with academic goals and institutional objectives.

WiFi Upgradation History:

The WiFi infrastructure at our college has undergone significant updates to meet the growing demand for wireless connectivity. Most recently, in April 2024, we completed a major upgrade of our campus-wide WiFi network. This upgrade involved the installation of state-of-the-art wireless access points (WAPs) strategically placed across campus buildings and outdoor areas. These WAPs support the latest WiFi standards, ensuring high-speed and reliable internet access for all users.

Additionally, we regularly conduct assessments and audits of our WiFi network to identify areas for improvement and optimize coverage. This proactive approach enables us to maintain optimal

performance and address any connectivity issues promptly.

Internet Bandwidth Availability:

Ensuring sufficient internet bandwidth is essential to support the increasing reliance on digital resources, online learning platforms, and research activities. At our college, we have invested in robust internet infrastructure to provide ample bandwidth for our entire campus community.

As of April 2024, our college provides a dedicated internet connection with a bandwidth capacity of [specify bandwidth capacity]. This bandwidth capacity is continuously monitored and upgraded as needed to accommodate the growing demand for internet-intensive activities such as video conferencing, multimedia content streaming, and online research.

Impact on Academic Excellence:

The availability of updated IT facilities and sufficient internet bandwidth plays a crucial role in enhancing the overall academic experience and institutional effectiveness. Faculty members benefit from seamless access to online teaching tools, digital libraries, and research databases, enabling them to deliver engaging and interactive lectures.

For students, reliable WiFi and ample internet bandwidth support their learning journey by facilitating access to e-learning platforms, online course materials, and collaborative research projects. This accessibility fosters a conducive environment for independent study and academic exploration, empowering students to achieve their academic goals effectively.

Alignment with NAAC Guidelines:

Our efforts to enhance IT facilities and internet connectivity align with the criteria set forth by the National Assessment and Accreditation Council (NAAC) for quality assurance in higher education. By prioritizing technological advancements and infrastructure upgrades, we demonstrate our commitment to providing a conducive learning environment that meets the evolving needs of our academic community.

In conclusion, the continuous improvement of IT facilities and internet connectivity at our college underscores our dedication to academic excellence and student success. Through strategic investments and proactive management, we ensure that our campus remains at the forefront of technological innovation, supporting the aspirations and achievements of our faculty and students in their pursuit of knowledge and academic excellence.

Top of Form

Bottom of Form

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 16.63**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 49

File Description**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:** 17.39**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)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24.40 | 16.91 | 22.72 | 8.96 | 20.97 |

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: 75.91

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 398 | 724 | 724 | 770 | 957 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[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: B. 3 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 |
| Institutional data in the prescribed format | View Document |

5.1.3

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

Response: 14.19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 178 | 132 | 147 | 71 | 140 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

5.1.4

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

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

Response: 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: 0.18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 1 | 0 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 262 | 421 | 519 | 453 | 527 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

5.2.2

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

Response: 0.09

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.)

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

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |

5.3 Student Participation and Activities

5.3.1

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

Response: 15

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 06 | 05 | 0 | 03 | 01 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

5.3.2

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

Response: 12.8**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 14 | 07 | 15 | 11 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

5.4 Alumni Engagement**5.4.1**

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

Response:

Alumni associations play a pivotal role in the growth and development of educational institutions by fostering a strong network of support that extends beyond graduation. At our college, the registered alumni association has emerged as a crucial partner in advancing the institution's mission through financial contributions, mentorship programs, and various support services. This essay explores the multifaceted contributions of our alumni association and their impact on college development.

Firstly, the alumni association significantly enhances the financial resources available to the college. Through fundraising initiatives, alumni donations, and corporate partnerships facilitated by alumni connections, the association has been instrumental in securing funds for infrastructure development, scholarships, and academic programs. These contributions not only augment the college's financial stability but also enable investments in cutting-edge technology and facilities that enrich the learning experience of current students.

Moreover, the alumni association serves as a bridge between the college and the professional world. Alumni who have excelled in their careers often return to mentor current students, provide career guidance, and offer internship opportunities. This mentorship not only inspires students but also equips them with practical insights and skills necessary for success in their chosen fields. Alumni-led workshops, seminars, and networking events further broaden students' horizons and prepare them for the challenges of the competitive job market.

Beyond financial and career-oriented support, the alumni association contributes to the holistic development of students by fostering a sense of community and pride in their alma mater. Alumni reunions, homecoming events, and alumni awards ceremonies not only celebrate achievements but also strengthen the bond between alumni and the college. This sense of belonging motivates alumni to stay

connected, volunteer their time and expertise, and give back to the institution that shaped their futures.

Furthermore, the alumni association plays a crucial role in advocating for the college within the wider community. Alumni who hold influential positions in government, industry, and academia become ambassadors for the college, promoting its reputation and forging strategic partnerships. These collaborations open doors for research collaborations, guest lectures, and joint initiatives that elevate the college's academic standing and global visibility.

In addition to these tangible contributions, the alumni association serves as a custodian of institutional memory and traditions. By preserving historical artifacts, organizing alumni archives, and documenting the achievements of alumni, the association ensures that the legacy of the college is cherished and passed down to future generations. This continuity reinforces a sense of pride in the institution's heritage and inspires current students to uphold its values and traditions.

In conclusion, the registered alumni association at our college exemplifies the transformative power of alumni engagement in higher education. Through their financial generosity, professional guidance, advocacy efforts, and preservation of institutional heritage, alumni have significantly contributed to the development and success of our college. As we continue to nurture and strengthen this partnership, we are confident that the alumni association will remain a cornerstone of our institution's growth, ensuring that future generations of students benefit from its enduring support.

Through collaboration and shared vision, the alumni association and the college administration can continue to innovate, adapt, and thrive in an ever-changing educational landscape, ultimately creating opportunities for excellence and success for all members of the college community.

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:

Effective institutional governance and leadership are foundational pillars that steer the trajectory of an educational institution towards achieving its vision and mission. At our college, the governance framework is meticulously structured to ensure alignment with these core principles, as evidenced by its commitment to implementing the National Education Policy (NEP), fostering sustained institutional growth, embracing decentralization, encouraging active participation in governance processes, and formulating comprehensive short-term and long-term institutional perspective plans.

Firstly, the implementation of the National Education Policy (NEP) reflects our college's proactive stance towards embracing transformative reforms in higher education. The NEP's emphasis on holistic and multidisciplinary education, flexibility in curriculum design, and integration of technology resonates with our institution's mission to provide cutting-edge education that meets the evolving needs of society and industry. By incorporating NEP directives into our policies and practices, we ensure that our educational offerings are relevant, inclusive, and future-ready.

Moreover, sustained institutional growth is a testament to the effective leadership and strategic vision of our governance bodies. Through robust planning and resource allocation, our college has expanded its academic programs, enhanced infrastructure, and diversified funding sources.

Decentralization of decision-making processes is another hallmark of our governance model, empowering faculty, staff, and students to actively contribute to institutional development. By delegating authority and encouraging participatory decision-making, our college fosters a culture of innovation, accountability, and responsiveness to stakeholder needs.

Active participation in institutional governance is encouraged through various mechanisms such as faculty and student representation in committees, town hall meetings, and feedback mechanisms. These avenues facilitate open dialogue, transparency, and collective ownership of institutional goals and initiatives. By engaging stakeholders in governance processes, our college cultivates a sense of ownership and commitment to achieving shared objectives, fostering a cohesive and collaborative institutional culture.

Furthermore, the formulation of short-term and long-term institutional perspective plans underscores our commitment to strategic foresight and continuous improvement. These plans outline clear objectives, action steps, and performance indicators aligned with our vision and mission. Regular review and refinement of these plans ensure that our college remains responsive to emerging challenges and opportunities, while staying true to its core values and educational philosophy.

In conclusion, the governance and leadership framework at our college exemplifies a steadfast commitment to realizing its vision and mission through proactive NEP implementation, sustained growth, decentralization, active participation in governance, and comprehensive perspective planning. These institutional practices not only foster academic excellence and institutional vitality but also cultivate a culture of innovation, inclusivity, and integrity. As we continue to uphold these principles and adapt to evolving educational landscapes, we are confident in our ability to nurture future generations of leaders and contribute meaningfully to society through education.

By adhering to best practices in governance and leadership, **St. Mary's P.G. College** remains dedicated to advancing knowledge, fostering critical thinking, and preparing students to excel in a globalized world. Through collaborative efforts and shared aspirations, we are poised to achieve new milestones and set benchmarks of excellence in higher education.

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:

In any educational institution, the deployment of an institutional perspective plan is crucial for aligning strategic goals with operational activities. At **St. Mary's P.G. College**, the institutional perspective plan serves as a cornerstone of our governance framework, guiding policies, administrative setups, appointments, service rules, and procedures to ensure effective and efficient functioning across all institutional bodies.

Firstly, the institutional perspective plan provides a structured roadmap that outlines short-term and long-term goals, priorities, and strategies aligned with the college's vision and mission. These goals encompass academic excellence, student development, infrastructure enhancement, research initiatives, community engagement, and sustainability measures. By delineating clear objectives and action steps, the perspective plan facilitates focused decision-making and resource allocation, thereby optimizing institutional resources and efforts.

The effectiveness of the perspective plan is evident in its integration into institutional policies and administrative setups. Policies at our college are formulated to reflect the strategic priorities outlined in the perspective plan, promoting consistency, transparency, and accountability in governance. Administrative setups are streamlined to support the implementation of these policies, with designated roles and responsibilities that ensure smooth coordination and execution of institutional initiatives.

Appointment processes adhere to standardized criteria and procedures outlined in the perspective plan, emphasizing meritocracy, diversity, and inclusivity. Clear guidelines for recruitment, promotion, and career progression are established to maintain fairness and integrity in staffing decisions. Service rules and procedures are regularly reviewed and updated to adapt to changing institutional needs and

regulatory requirements, ensuring compliance and efficiency in administrative operations.

Moreover, the efficient functioning of institutional bodies is facilitated by robust governance structures and mechanisms that promote stakeholder engagement and collaboration. Committees and councils, comprising faculty, staff, students, and external experts, play pivotal roles in decision-making, policy formulation, and oversight. Their diverse perspectives and expertise contribute to informed deliberations and effective governance outcomes.

Transparency and accountability are upheld through periodic evaluations and audits, which assess the implementation of the perspective plan and the performance of institutional bodies. Feedback mechanisms, such as surveys and consultations, solicit input from stakeholders to gauge satisfaction levels and identify areas for improvement. This iterative process of review and refinement ensures that institutional practices remain responsive to evolving needs and challenges.

In conclusion, the effective deployment of the institutional perspective plan and the efficient functioning of institutional bodies at our college underscore our commitment to excellence in higher education. By aligning strategic goals with operational realities, integrating policies with administrative setups, adhering to rigorous appointment and service rules, and fostering collaborative governance, we cultivate an environment conducive to academic innovation, institutional growth, and stakeholder satisfaction.

Looking ahead, we remain dedicated to continuous improvement and adaptation, leveraging our institutional strengths and collective expertise to navigate complexities and seize opportunities in the ever-evolving landscape of higher education. Through steadfast adherence to best practices and principles of governance, we are poised to sustain our momentum, achieve our aspirations, and uphold our reputation as a beacon of learning and scholarship in the community and beyond.

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 |
|---|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | 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:

Here at St. Mary's P.G. College, we place a significant emphasis on fostering a conducive environment for both teaching and non-teaching staff through a robust performance appraisal system, effective welfare measures, and opportunities for career development and progression. These elements are pivotal in ensuring holistic growth and satisfaction among our faculty and staff members, thereby contributing to the overall excellence of our institution.

Performance Appraisal System: Our college implements a structured performance appraisal system designed to evaluate the professional contributions and achievements of our faculty and staff. This system is aligned with the objectives and values of the institution, providing a fair and transparent mechanism to assess individual performance. Performance evaluations are conducted regularly, allowing for constructive feedback and recognition of accomplishments. Through this process, we aim to enhance motivation, identify areas for improvement, and support career growth.

Effective Welfare Measures: We prioritize the well-being of our teaching and non-teaching staff by offering a range of welfare measures. These include health and wellness programs, financial assistance, insurance coverage, and support for personal and professional development. Our college understands the importance of work-life balance and strives to create a supportive environment where staff members feel valued and cared for. These welfare initiatives not only promote a healthy workforce but also contribute to higher job satisfaction and productivity.

Avenues for Career Development and Progression: Career development is a cornerstone of our college's ethos, and we are committed to providing ample opportunities for professional growth and advancement. We offer various avenues such as workshops, seminars, conferences, and training programs to enhance skills and knowledge. Additionally, our faculty and staff have access to mentorship programs, research grants, sabbaticals, and opportunities for higher education and specialization. These initiatives are tailored to empower individuals to achieve their career aspirations and contribute effectively to the academic community.

Impact and Benefits: The implementation of these initiatives has yielded significant benefits for our college community. Our performance appraisal system has led to improved accountability, enhanced teaching quality, and increased administrative efficiency. Effective welfare measures have resulted in a healthier and more engaged staff, fostering a positive work environment. The avenues for career development and progression have enabled our faculty and staff to stay updated with emerging trends in their fields and pursue advanced qualifications, thereby elevating the academic standards of our institution.

Conclusion: In conclusion, our college remains steadfast in its commitment to nurturing talent and promoting excellence among our teaching and non-teaching staff. The integration of a robust performance appraisal system, effective welfare measures, and avenues for career development and progression underscores our dedication to creating a conducive environment for professional growth and personal well-being. These initiatives are integral to our mission of fostering a culture of learning, innovation, and inclusivity, ensuring that our institution continues to thrive and excel in the field of higher education.

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: 2.05

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 1 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

6.3.3

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

Response: 2.72

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03 | 00 | 01 | 00 | 00 |

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

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

| File Description | 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:

Our college has adopted comprehensive strategies to mobilize resources from diverse sources, including government and non-government organizations. These strategies are designed to ensure sustainable financial health and support the institution's developmental goals. Key elements of our mobilization strategies include:

- 1. Government Grants and Funding:** We actively pursue grants and funding opportunities offered by governmental bodies at the central, state, and local levels. These funds are utilized for infrastructure development, research initiatives, and academic enhancements.
- 2. Corporate Partnerships:** Collaborations with corporate entities enable us to secure sponsorships, donations, and industry-funded research projects. These partnerships are cultivated to align academic pursuits with industry needs and to foster innovation.
- 3. Alumni Contributions:** We maintain strong ties with our alumni community through engagement programs and fundraising initiatives. Alumni contributions support scholarships, infrastructure upgrades, and special projects that enrich the educational experience.
- 4. Endowments and Trusts:** The establishment of endowment funds and trusts serves as a long-term investment strategy. The interest generated from these funds provides a sustainable source of income for scholarships, faculty development, and other institutional priorities.

Utilization Strategies

Effective utilization of resources is crucial to maximizing their impact on academic excellence and student welfare. Our strategies for optimal resource utilization are as follows:

- 1. Budget Allocation:** A meticulous budgeting process ensures that funds are allocated strategically across academic departments, administrative units, and student services. This process is guided by institutional priorities and stakeholder inputs.
- 2. Transparent Financial Management:** We adhere to transparent financial management practices to maintain accountability and trust. Regular financial reporting and audits provide insights into expenditure patterns and facilitate informed decision-making.
- 3. Resource Optimization:** Continuous assessment of resource needs and utilization patterns helps

in identifying opportunities for efficiency improvements. This includes rationalizing expenditures, negotiating favorable contracts, and leveraging economies of scale.

4. **Performance Metrics:** Key performance indicators (KPIs) are employed to evaluate the effectiveness of resource utilization. These metrics guide corrective actions and support evidence-based planning for future resource allocations.

Financial Audits

Internal Audits

To ensure internal control and compliance with regulatory requirements, our college conducts periodic internal audits. These audits are conducted by an independent internal audit team or external consultants appointed for the purpose. The objectives of internal audits include:

- **Risk Assessment:** Identification and assessment of financial and operational risks.
- **Compliance Review:** Verification of adherence to institutional policies and procedures.
- **Control Evaluation:** Assessment of the effectiveness of internal controls over financial operations.

External Audits

In addition to internal audits, our college undergoes annual external audits conducted by certified public accountants (CPAs) or audit firms. The primary objectives of external audits are:

- **Financial Statement Review:** Examination of financial statements to ensure accuracy and reliability.
- **Legal Compliance:** Verification of compliance with statutory regulations and accounting standards.
- **Fraud Detection:** Identification of potential fraud or financial misstatements.

Compliance with NAAC Guidelines

Our strategies for resource mobilization, utilization, and financial audits are aligned with the guidelines prescribed by the National Assessment and Accreditation Council (NAAC). NAAC emphasizes the importance of financial sustainability, transparency, and accountability in higher education institutions. Our adherence to NAAC guidelines is reflected in:

- **Documentation and Reporting:** Comprehensive documentation of financial transactions and annual reporting practices.
- **Stakeholder Engagement:** Engagement of stakeholders in the budgeting process and financial

decision-making.

- **Continuous Improvement:** Commitment to continuous improvement in financial management practices based on audit findings and feedback.

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 IQAC at **St. Mary's P.G. College** serves as a facilitative and participative body to channelize the efforts and measures of the institution towards academic excellence. It functions with the prime objective of maintaining and improving the quality of education, ensuring accountability, and fostering a culture of continuous improvement.

Functions and Responsibilities

1. **Development and Application of Quality Benchmarks:** The IQAC establishes benchmarks for various academic and administrative activities, ensuring conformity with the set standards and guidelines.
2. **Periodic Academic and Administrative Audit:** It conducts regular audits of academic and administrative activities to assess their effectiveness and adherence to prescribed norms. This includes reviewing the teaching-learning process, operational structures, methodologies, and learning outcomes.
3. **Facilitating Quality Improvement Initiatives:** Based on audit findings, the IQAC identifies areas needing improvement and facilitates the implementation of necessary measures to enhance overall quality.
4. **Promotion of Best Practices:** It promotes good practices among stakeholders by organizing workshops, seminars, and training sessions aimed at enhancing faculty and staff competence.
5. **Documentation of Quality Parameters:** The IQAC maintains comprehensive documentation of all quality-related activities, including policies, decisions, and outcome reports. This documentation serves as a valuable resource during accreditation processes.

Methodology of Operation

The IQAC operates through a structured approach that includes:

- **Formation of Committees:** Various sub-committees are constituted to focus on specific aspects such as curriculum development, research, student support services, and infrastructure.

- **Data Collection and Analysis:** Regular data collection from academic and administrative units helps in assessing performance against set objectives. This data is analyzed to derive insights for decision-making.
- **Feedback Mechanism:** Feedback from stakeholders including students, faculty, and alumni is collected and analyzed to identify areas of improvement.

Impact and Achievements

The contributions of the IQAC have been significant in institutionalizing quality assurance strategies and processes at our college. Some notable achievements include:

- **Enhanced Teaching-Learning Practices:** Through regular reviews and audits, teaching-learning practices have been refined, leading to improved student engagement and outcomes.
- **Structured Assessment and Evaluation:** The IQAC has streamlined assessment and evaluation processes, ensuring fairness, transparency, and alignment with learning objectives.
- **Infrastructure and Facility Upgradation:** Recommendations from the IQAC have resulted in the enhancement of infrastructure and facilities to support academic and co-curricular activities.
- **Accreditation and Recognition:** The efforts of the IQAC have contributed to maintaining and improving institutional accreditation ratings, thereby enhancing the college's reputation and credibility.

In conclusion, the IQAC at our college serves as the fulcrum for quality enhancement initiatives. It has effectively institutionalized processes for monitoring and evaluating all aspects of academic and administrative functioning, ensuring continuous improvement and alignment with national and international standards. Moving forward, the IQAC remains committed to fostering a culture of excellence and innovation in higher education, thereby contributing to the overall development and success of the institution and its stakeholders.

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: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | 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:

Gender equity and inclusivity are crucial aspects of a progressive educational institution. Over the last five years, **St. Mary's P.G. College** has taken significant strides in promoting gender equity through systematic initiatives, including the implementation of a Gender Audit framework. These efforts are aligned with the National Assessment and Accreditation Council (NAAC) guidelines, which emphasize the importance of gender sensitization and inclusivity in higher education.

Introduction to Gender Audit and Initiatives

The Gender Audit at our college serves as a comprehensive tool to assess the status of gender equity across various domains of institutional functioning. It encompasses policies, practices, infrastructure, and cultural aspects aimed at creating an inclusive and supportive environment for all genders.

Implementation Strategies

1. **Policy Formulation and Implementation:** Our college has formulated and implemented gender-sensitive policies that address issues such as prevention of sexual harassment, equal opportunities for career advancement, and support mechanisms for students and staff.
2. **Awareness and Sensitization Programs:** Regular workshops, seminars, and training sessions are conducted to sensitize students, faculty, and staff about gender-related issues, stereotypes, and biases. These programs aim to foster an inclusive mindset and promote respect for diversity.
3. **Infrastructure and Facilities:** Significant efforts have been made to ensure gender-sensitive infrastructure, including separate washrooms and recreational spaces that cater to the needs of all genders. Accessibility and safety considerations are prioritized in all new developments and renovations.
4. **Support Services:** Specialized support services, such as counseling and guidance cells, are available to address the specific needs and challenges faced by students and staff regarding gender issues. These services aim to provide a safe and supportive environment for all members of the college community.
5. **Monitoring and Evaluation:** The Gender Audit framework includes regular monitoring and evaluation of gender equity initiatives. Key performance indicators are tracked to measure progress and identify areas for improvement.

Impact and Outcomes

The initiatives undertaken over the last five years have yielded significant outcomes in promoting gender equity and inclusivity at our college:

- **Enhanced Awareness and Sensitization:** There has been a noticeable improvement in awareness and sensitivity towards gender issues among students, faculty, and staff. This has contributed to a more respectful and inclusive campus culture.
- **Improved Policy Implementation:** Gender-sensitive policies have been effectively implemented, ensuring equal opportunities and a supportive environment for all genders.
- **Infrastructure Upgradation:** The provision of gender-sensitive infrastructure has enhanced accessibility and comfort for students and staff, contributing to a safer and more inclusive campus environment.
- **Reduction in Gender-Based Discrimination:** Instances of gender-based discrimination and harassment have shown a decline, indicating a positive shift towards gender equity within the college community.

Future Directions

Looking ahead, our college remains committed to advancing gender equity through sustained efforts and continuous improvement:

- **Expansion of Outreach Programs:** We aim to expand our outreach programs to engage with local communities and promote gender equity beyond the campus boundaries.
- **Research and Advocacy:** Encouraging research on gender-related issues and advocating for policy changes at broader institutional and societal levels.
- **Collaboration and Partnerships:** Strengthening collaborations with organizations and institutions working on gender equity to share best practices and leverage resources.

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 |

7.1.3

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

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

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Green audit/environmental audit report from recognized bodies | 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:

Creating an inclusive environment that fosters tolerance, harmony, and respect for diversity is a cornerstone of our institution's mission. Over the years, **St. Mary's P.G. College** has undertaken several initiatives aimed at promoting inclusivity across various dimensions of cultural, regional, linguistic, communal, and socioeconomic diversity. These efforts are aligned with the National Assessment and Accreditation Council (NAAC) guidelines, which emphasize the importance of nurturing a pluralistic ethos in educational institutions.

Cultural, Regional, Linguistic, and Communal Diversity Initiatives

1. **Cultural Celebrations and Events:** Our college organizes cultural festivals, celebrations, and events that showcase the diversity of traditions, customs, and languages.
2. **Language and Regional Sensitization:** Special attention is given to promoting linguistic diversity through language clubs, workshops, and seminars. Efforts are made to ensure that regional languages are respected and celebrated alongside the dominant languages of instruction.
3. **Community Engagement:** Collaborative projects with local communities are initiated to understand and appreciate communal diversity. Outreach programs involve community leaders and members in discussions and activities that promote mutual understanding and cooperation.

Socioeconomic Diversity Initiatives

1. **Scholarships and Financial Aid:** Our college offers scholarships and financial aid programs to support students from economically disadvantaged backgrounds. This ensures equitable access to quality education and reduces barriers to higher education.
2. **Skill Development Programs:** Skill enhancement workshops and vocational training are conducted to empower students from diverse socioeconomic backgrounds. These programs aim to enhance employability and socio-economic mobility.
3. **Inclusive Infrastructure:** Facilities are designed and maintained to accommodate students with diverse needs, including those from economically weaker sections. Accessibility features are incorporated to ensure inclusivity for all.

Sensitization to Constitutional Obligations and Citizenship Values

1. **Constitutional Workshops:** Regular workshops and seminars are organized to educate students and employees about the values, rights, duties, and responsibilities enshrined in the Indian Constitution. Discussions focus on democratic principles, secularism, and social justice.
2. **Ethics and Integrity Programs:** Emphasis is placed on fostering ethical behavior and integrity among students and staff. Awareness campaigns highlight the importance of respecting diversity and upholding constitutional obligations in all aspects of academic and personal life.
3. **Social Responsibility Initiatives:** Community service projects and volunteering activities encourage students to actively contribute to societal welfare. These initiatives instill a sense of civic responsibility and promote empathy towards marginalized groups.

Impact and Outcomes

The institutional efforts in promoting an inclusive environment have resulted in several positive outcomes:

- **Enhanced Cultural Understanding:** Students and staff demonstrate increased awareness and appreciation of cultural, regional, and linguistic diversity.
- **Reduced Prejudice and Stereotypes:** Initiatives have contributed to reducing prejudices based on cultural, communal, and socioeconomic backgrounds, fostering a more harmonious campus environment.
- **Empowered Students:** Programs supporting socioeconomic diversity have empowered students from marginalized backgrounds to pursue higher education and achieve their career aspirations.
- **Citizenship Values:** Sensitization to constitutional obligations has cultivated a sense of civic

responsibility among students, preparing them to become informed and engaged citizens.

Future Directions

Moving forward, **St. Mary's P.G. College** remains committed to expanding and strengthening initiatives that promote inclusivity and diversity. Key areas for future development include:

- **Continuous Education and Training:**
- **Collaboration and Partnerships:**
- **Research and Advocacy:**

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:

1. Title of the Practice:

Two best practices are titled in this sector: **i. Winter outreach to the poor** **ii. Holistic Student Development through Community Engagement and health sectors.**

2. Objectives of the Practice

Winter outreach to the poor intends to help the poor and the needy. To know the suffering of the people will help the student to achieve emotional and intellectual maturity. Education with right humanness is the need of today as we envisage in St. Mary's PG College Vidisha.

Engaging in the social sphere of the public in general and helping in the health sector by voluntary contributions will help the student his or her strength as a useful contributor to the society. It will help the learners to understand the different aspects of the society.

In the social context, the contributions of the learners are highly appreciated which in turn will help them to develop a healthy esteem for themselves and an awareness of the needs of the society in general.

3. The Context.

In the context of higher education, it is crucial to balance academic excellence with the development of life skills and social consciousness. St. Mary's P.G. College recognizes the importance of preparing students not only for professional success but also for meaningful contributions to society. The challenge lies in integrating community service into the academic framework in a way that it enriches the

educational experience without compromising academic rigor.

Even though many poor people are benefitted from various government schemes and efforts of the NGOs, we can see even more remaining to obtain the necessities of life. To find out the real needy and reach out to them have been a challenge for the effectiveness of these practices.

4. The Practice

i. **Winter Outreach to the poor:** In the month of December, students and voluntary faculties of the college visit villages such as Kachua Berkheda, Chapkheda and nearby areas and slum areas such as Nadipura, Jatpura, Gandhi Nagar etc and distribute food, clothing and such essentials. In 2023 December, we distributed 100 blankets to the people of these places, 500 ration and food kits were distributed in 2022 and 2021, During corona times in 2020, plenty of ration kits were given. Rs. 25000/- was donated to the collectors' fund by the staff and students.

ii. **Holistic Student Development through Community Engagement and health sectors:** Various programmes were organised in this practice. In 2018 – 19, blood awareness and donation camp was conducted in which 45 persons from students and the staff donated blood in this camp. In 2019 – 20 during corona time, food was provided to the needy and to the isolated or displaced ones. In 2020 – 21, our NSS group arranged a beautiful garden at Ramnagar which is still being protected and used. In 2021 – 22 at Kararia village, students gave coaching to the small children. In 2022 – 23, 'Satbhav' seminars were held which emphasised social harmony and Gandhian views. Contribution Red Ribbon Club which is a union of college students is praiseworthy. They performed street dramas and social awareness programmes.

5. Evidence of Success

The success of these best practices can be traced in many ways such as: i.**Increased Student Participation:** There has been a significant increase in student participation in community service activities, indicating a growing interest and commitment among students.ii.**Positive Community Impact:** The college's initiatives have led to measurable improvements in local communities, such as increased awareness of health and hygiene, improved educational support for underprivileged children, and enhanced environmental conservation efforts.iii.**Student Testimonials:** Feedback from students highlights the positive impact of community engagement on their personal and professional growth. Students report enhanced leadership skills, better understanding of social issues, and increased empathy and compassion.

6. Problems Encountered and Resources Required

The practices have been largely successful, but some challenges were there such as: i. Time Management: Balancing academic responsibilities with community service activities was challenging for some students. Ii. Resource Constraints: Limited financial and human resources restrict the scale and scope of community service initiatives. iii. Community Cooperation: Active cooperation and participation from local communities were there but demand for more such initiatives was very high which may have to be addressed in the forthcoming efforts in this field.

Conclusion

St. Mary's P.G. College has successfully implemented best practices that significantly contribute to the holistic development and employability of its students. By fostering community engagement through Winter outreach to the poor and different programmes in Community and Health sectors, the college not only prepares students for academic and professional success but also empowers them to make meaningful contributions to society. These best practices serve as a testament to the college's commitment to excellence in education and its dedication to nurture responsible and capable future leaders.

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:

1. Title of the distinctive area of priority:

One distinctive feature of St. Mary's PG College Vidisha has been the '**Village Adoption Programme.**'

2. Objectives of the programme:

The main objectives of village adoption programme as envisaged by the college are:

1. Hands on experience with the Village sphere. This helps them to be aware of the real exigencies of the village population at large and specific life necessities of a particular area.
2. To help the learner to inculcate basic values of society by which they develop a mature social awareness.
3. Community engagement: Awareness of the responsibilities of a good citizen is fostered by active participation in community services in the village.
4. Skill Development, innovation and problem solving: This helps the students to develop their various skills. It necessarily promotes innovations and creativity. In village situation, students are compelled to think of solutions for local problems which help them to reap good results of 'collaborative learning'.

3. Description of the Village Adoption Programme

By means of Village Adoption Programme, St. Mary's PG College has been focusing one village in a year. In **2018 –19** we adopted **Boria village**. In the year **2019 – 20** we continued with the **Kachua Berkheda village**. In **2020 – 2021** this programme focused on **Kachua Berkheda village**. In the year **2021 – 22**, **Karariya village** was adopted. In **2022 – 23** we adopted **Kherua Haat** village. In these villages, nearly 70 volunteer students of our college with 2 faculties reach the village and conduct 7 days village camp. Nearly 400 villagers including children from nearby areas participate in the camp. After

this main camp, one day follow up sessions are organized at regular intervals. Implementation of specific development works and awareness programmes are main factors of this distinctive initiative of our college.

4 Initiatives and activities of Village Adoption Programme

This programme includes multi – faceted activities and initiatives: i. **Cleaning of the village.** The students and village volunteers clean the waste water channels, road, residential areas and surrounding. ii. **Construction of approach road.** Nearly 250 meter approach road is made in most of these villages by the manual work of our students and volunteers from the village. iii. **Planting fruits and shady trees** is an integral part of this programme. These tree saplings are bought by the contributions of the students and help from village panchayath. iv. **Anti – drugs awareness:** in this segment, a pledge also is taken by the villagers that they will not consume the intoxicating drugs. v. **Yoga Camp:** the famous Yoga master Dr. Shyam Singh reaches in these camps at our request and teach the participants essentials of yoga. vi. These village adoption programme helps **empowerment of women** and gives awareness classes on gender equality and street plays are conducted to eliminate social evils which undermine female freedom and dignity. vii. **Financial awareness** programmes being conducted in the form of classes and meetings by experts from the banking sector. viii. **Coaching** to improve learning standards of the village students is conducted by the students of our college during the camp and follow up days. ix Classes and discussions in **organic farming** are conducted by the experts of agriculture sector. x. **Electoral awareness** programmes are organized in the form of street drama and other means. xi. **Cultural entertainment programme** is also at the core village camp days.

5. Impact and Achievements

Specialty of Village Adoption programme is that it yields tangible benefits for the villagers as well as college students. Improved learning practices for village children, awareness of health and well-being factors, Financial self – management skills, better living conditions of the village in general due to the cleanliness initiatives and occasions for cultural celebration through the entertainment programmes are main benefits for the villagers.

The students of the college benefitted in the areas of socio – cultural awareness, leadership roles, skill development and problem-solving areas. Many of the students cherish the memories of manual labour by which they contributed to construct village roads. Coaching of the village children helped them to understand the difficulties of imparting education and how to overcome such hurdles. Entertainment programmes helped to learn how to organise and conduct various activities involving the public. They also benefitted from the warmth of the reception they got in the villages which enhances self esteem and motivation for doing better for the development of the society.

6. Challenges, Solutions, Future Plans

Main challenge in implementing the village adoption programme is to choose right timings to reach out to the village. Time of college students are restricted due the academic schedules such as classes in the college, examinations, extra – curricular activities. Some students are coming to the college from a longer distance. They find it hard to participate in village adoption programme.

Some strategies have been planned to overcome these practical hurdles. Integrating various initiatives and activities in the onetime camp is a specific step taken to address this matter. Now the main programme centres around the 7 day camp at the village. The benefits of this camp are kept alive by the one day follow up programmes which are organised at regular intervals.

In future, the village adoption programme is envisaged to be strengthened in all the segments of action, planning and awareness programmes. This is due to the good feed back and reception from the villages we have already adopted and served.

Conclusion

Village Adoption Programme has been a distinctive feature of St. Mary's PG College Vidisha to which the institution has given priority and thrust and which has yielded success by planning and implementation. This programme has been aligned with the motto of the college 'Love, Service, Sacrifice' which naturally reaches out to the needy villages. In the intellectual, social and emotional formation of the college students, this programme has contributed much. It has helped them to develop leadership skills and plan for a meaningful career in future. On the other side, the villagers have benefitted very much from this programme. They cherish and follow up the various awareness programmes and movements initiated by our college students.

5. CONCLUSION

Additional Information :

Nil

Concluding Remarks :

St. Mary's P.G. College, affiliated with Barkatullah University, Bhopal MP, is situated on Sagar Road, NH 146, in Vidisha, Madhya Pradesh. The college is dedicated to the principles of service, love, and sacrifice, as highlighted by its motto.

St. Mary's P.G. College offers a range of undergraduate (UG) and postgraduate (PG) courses. The College provides offline mode of education to cater to diverse student needs. The college is known for its commitment to quality education and holistic development of students, preparing them to face global challenges with confidence and competence.

St. Mary's P.G. College offers following UG and PG courses:

| UG | PG |
|-----------|---------------------------|
| 1. B.A. | 1. M.COM. |
| 2. B.B.A. | 2. M.SC. BOTONY |
| 3. B.C.A. | 3. M.SC. CHEMISTRY |
| 4. B.COM. | 4. M.SC. COMPUTER SCIENCE |
| 5. B.SC. | 5. M.SC. MATHEMATICS |
| | 6. M.SC. PHYSICS |
| | 7. M.SC. ZOOLOGY |