



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

G. S. COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS) JABALPUR

PRINCIPAL ,G.S COLLEGE OF COMMERCE AND ECONOMICS
(AUTONOMOUS) 89 SOUTH CIVIL LINES JABALPUR (MADHYA PRADESH)

PIN CODE- 482001

482001

www.gscollege.org

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

G.S. College of Commerce & Economics (Autonomous) Jabalpur was established in the year 1948. It was founded by **Shiksha Mandal** the renowned national educational society. It is the Premier Institution of Higher Education in Commerce in Madhya Pradesh. Ever since its establishment, the College has moved from strength to strength. Starting with merely 82 students in 1948, the College presently imparts education to more than 1500 students annually through both Hindi and English mediums. The College provides education leading to B.Com, B.B.A, B.C.A, B. Ed, M.Com, M.A(Economics), MA(Human Resource Administration), and many certificate courses. The notable feature of the college is the fulfillment of our founder's Vision “The construction of a world society based on knowledge skill and human values” The College promotes inclusive growth of students from all strata of society and is wedded to the ideals of loyalty, dedication and hard work to realize the mission of molding, chiseling and fulfilling the aspirations of the youth.

The College is permanently affiliated to Rani Durgavati Vishwavidyalaya Jabalpur. The College is recognized by UGC under section 2(f) & 12 (B) of the UGC Act -1956. It's B . Ed. program is also approved by NCET. The College is an approved Research Center for running Pre Ph. D. Course in Commerce and Applied Economics of Rani Durgavati Vishwavidyalaya, Jabalpur. The College has been given autonomous status beginning from the session 2017-18. The College offers 7UG and 3 PG programmes in Commerce, Economics, Management, Computer Science and Education. The College has been re-accredited for the 3rd cycle by NAAC with ‘B’ grade in 2018.

College as a co- educational, multi faculty, UGC granted cum self financed institution, has completed 75 years of glorious history.

Vision

“Construction of a world society based on Knowledge, Skill and Human values.”

The vision of the Institution envisages life-oriented education with the objective of empowering to contribute to the transformation of society by encouraging and moulding students to be socially conscious and responsible citizens

Shiksha Mandal the renowned National Education Society, was established in 1914 at Wardha (Maharashtra) by **Seth Jamnalal Bajaj and Shri Shrikrishna Jajoo** with the objectives of spreading nationalistic ideas and education among the youth.

Keeping in view the vision apart from classroom education our **NSS, NCC, and ELC** regularly organize a consortium of **collective activities** like **health awareness among rural people, saksharata abhiyan, swachhata abhiyan, voter awareness programme, digital awareness, and other activities** Students visit **Bal Niketan, Old age Homes and Hospitals**. There they meet mentally challenged children, the old age people and patients to help them in different ways.

Mission

“Creation of an educated and cultured new generation for the world of business and industry”.

The institute is an autonomous college registered in Academic Bank Credit (ABC) and provides a DigiLocker facility to the students to enable them to not keep their documents in physical form accounts, student admission & support, and Examination.

Extension and outreach activities through NCC, NSS, and ELC.

Center for Holistic Education organizes student-centered activities for building the confidence and character of students with humanity.

Organization of National Conferences/ Workshops and Seminars.

The institution is equipped with laboratories as per the norms of the university. Placement Cell, Women 's Empowerment Cell, Anti-Ragging and Anti –Sexual Harassment Cell, etc aimed at ensuring security, harmony, and a peaceful academic atmosphere in the campus.

In order to achieve the mission, quality culture has been practiced.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Permanent affiliated, co-educational, UGC grant & self- financing, multi – faculty, UG-PG College of 75 years outstanding education service. Recognition by UGC under 2(F)and 12 (B).
- Reputed & participative management system, benevolent management with financial stability.
- State of the art physical Infrastructure and learning resources and IT at par with global standards to promote academic excellence.
- The diverse UG- PG Curriculum with Pos, Cos, CBCS and VAPs is integrated with ICT to enhance employability and competency.
- Innovative teaching and learning process followed to ensures holistic education development of student.
- The Institute has developed beautiful green campus with variety of trees and herbal garden providing good ambience for academic activities.
- Qualified and dedicated faculty & non – teaching staff and vibrating student.
- The institute is successful in maintaining discia plined campus.
- Good computer laboratory and learning resources.
- Oldest college of commerce in the state and also having Research Centre offering Pre Ph. D .Course work in Commerce and Applied Economics.

Institutional Weakness

- Limited grants from Government / Non – Government funding agencies.
- No mobilization of resources for funding from Non- Government agencies and industries.
- Research contribution of the teacher is comparatively low.

Institutional Opportunity

- Enhance the scope of National / International MOUs and linkages for collaborative research & academic exchange for the students and faculty.
- With the significant increase in coaching programs for Competitive Exams, the institution aims to create a greater number of placements for the student.
- The establishment of the Entrepreneurship Development Cell will help in creating an ecosystem encouraging students for start-ups.
- To strengthen Alumni Associations for their involvement in developmental, academic, research, and mentorship activities of the students.
- Strengthening research activities by conducting research methodology workshops and Faculty Development Programs.
- Effective use of ICT facilities for quality teaching and learning.
- Utilisation of language lab for improving communication skills and preparing students for competitive examinations .
- Better scope for College -Industry -Community interface.

Institutional Challenge

- Difficulty in getting Govt. grants for research and development for the self- financing college.
- Motivating UG teachers to undertake research due to heavy teaching workload.
- Difficulty in Academic – industry – NGO interactions.
- Improving life skills of students.
- Developing collaboration for research and internship with premier institutions at national and international level.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College has a practice of curriculum design, development, administration and valuation process as per the norms of an Autonomous College. The Academic Calendar of the College is prepared, keeping in view the M.P Higher Education Academic Calendar. At present, the College has designed various courses/programs as per the National Education Policy 2020 framework. Academic flexibility is limited, as the College has adopted Choice Based Credit System (CBCS). **The Curriculum is enriched by industrial tours/visits, lectures by industry experts, internship and project report** preparation in graduate and post graduate courses. Environmental Studies, Yoga and Meditation in foundation course and Digital Awareness are taught under various courses. The College also has a mechanism of collecting and analyzing the information obtained through feedback from various stakeholders and implementing it as per requirement.

Teaching-learning and Evaluation

Admissions in College in the first year of under graduate and the first semester of post graduate courses/programmes are done through Dept of Higher Education by an ONLINE Mode.. This is a centralized

admission procedure which is made mandatory by the Department of Higher Education of Madhya Pradesh. For other classes an OFF LINE admission process is applied. In the beginning of the academic session an Orientation Programme is conducted for inducting the students to the College Culture, in which various aspects such as curriculum, examination pattern, cultural and sports activities, facilities in the College and grievance reporting and redressal procedures are explained. The College has competent faculty member In informal interactions with the students the Faculty Members identify slow and advance learners and provide guidance as per their needs. Students are provided reading material, reference books, e-books, journals etc. In mentor-mentee sessions, mentors (Class teachers) listen to the problems of the students, resolve them and encourage them to achieve their goals and objectives. Mentors also guide Students to prepare for competitive examinations.

Lecture method is supplemented by discussions, case studies, brain storming sessions and role play. Co-operative and group work/studies are encouraged among the students to collaborate and communicate collectively. The Academic Session is well organised, implemented and controlled as per the academic calendar prepared in the beginning. The Faculty gives assignment to the students and evaluate the performance by taking Class Tests and Continuous Comprehensive Evaluation (CCE). Out of 33 Faculty Members, 26 Members are Ph.D. holders and 11 Ph.D. Supervisors.

The Autonomous Cell prepares the schedule of the semester (PG) and annual (UG) examinations in advance and this is circulated in the classes, displayed on the notice boards, uploaded in the College Website, Facebook and WhatsApp groups. After examinations the results are analysed and policy decisions are taken. IT has been incorporated partially into the examination procedure.

Research, Innovations and Extension

The College is an approved Research Center in the subjects of Commerce and Applied Economics of Rani Durgawati Vishwavidyalaya, Jabalpur. The Pre Ph.D. coursework is conducted by the **College Faculty members who are recognized as Research Supervisors.** The Institution has a research committee to look after the Pre. PhD coursework and research activities. 35 Ph.D. were awarded during 2018-19 and 2022-23. Five research papers were in the Journals notified on the UGC website and 15 books were published by the Faculty Members. The institution has organized many extension activities in the neighborhood villages under the umbrella of very active NSS and NCC units. The students sensitized the community through social service activities and health and hygiene awareness programmes in the NSS camps for the benefit of the villagers.

Infrastructure and Learning Resources

The College Campus is of 11856 sq .ft built up area, 33000 sq.ft open land 22000sqft garden and 2500sqft parking. It has 30 class rooms, two computer laboratories, one auditorium, one seminar hall and three smart class rooms. It has a separate Common Room for girls. Clean filtered drinking water is available through 7 water coolers and 4 aqua guards. The College has a sports ground for basket ball, volleyball, kho-kho, kabaddi, and badminton. Ms Rubina Francis participated in the World Para Games and won a Gold Medal in the 10 mt Air Pistol Shooting game. At the national level, Mr. Kamal Tripathi represented the College in Cricket. In the year 2022-23 out of 33, 23 faculty members are Ph.D. holders and 10 members are pursuing their Doctoral Degree. In college 11 faculty members are approved as Ph.D. supervisors. The college has introduced OBE in one year 2022-23 selected courses. Mr. Shashank Joshi won the Gold Medal in Power Lifting at the National Level. The College has a rich Library including a collection of well-maintained old and

rare books. A separate Library for the Department of Education and Research is also maintained. There is a book bank facility for assisting the students. INFLIBET is available in the Library for accessing e-books and e-journals.

A separate reading room, "**vachanalaya**" provides newspapers and magazines, and two study rooms are well equipped with course books, Research books provide an atmosphere suitable for study for students and teachers. The College has Eighty-Three computers in working condition and 15 different broadband connections installed at different departments with an internet speed of up to 100Mbps. It has a developed wifi facility by installing a leased line up to 80 Mbps internet speed.

Student Support and Progression

The College provides scholarships to the students as per rules and provisions of the Government. A few students progress to higher education. After COVID-19, a Student Union is not permitted to be constituted in the College due to a stay on Student Union Elections by the MP Higher Education Department. However, the College has ensured the active participation of students in academic and co-curricular activity committees. This practice has empowered the students to gain leadership and organise their skills. The College Alumni Association also plays an active role in improving the academic atmosphere. The Alumni Association is a registered body. In the last year, 2 members of the association have donated Rs 51,000 for Medals. The College has an Anti-Ragging Committee, Women Empowerment Cell, Training and Placement Cell and Garden Committee. These play an active role in their respective areas for overall improvement.

Governance, Leadership and Management

The governance of the College is motivated by it's Vision, Mission, and Gandhian values. These subscribe to the idea of education - the betterment of society and converge with changes in the economy. Two senior faculty members are nominated as Governing Body Members for two years. The College follows a policy of decentralization in academic and administrative activities. The Chairman of the Governing Body provides administrative help to the Principal on a day-to-day basis. The Governing Body gives approval for starting new courses, renovation/infrastructural and facilities to be provided to the employees and students of the College. The Principal has formed various committees headed by the Senior Professors. These committees function with operational autonomy and aid the College administration. The Autonomous Cell has the responsibility of conducting examinations, valuation of answer books, preparing results and declaring them on time. The College provides various facilities to the employees for their welfare.

For the performance appraisal of Employees, a Confidential Report is filled by the Principal. The College has a system of internal as well external audit. The IQAC regularly monitors academic and administrative activities and gives suggestions for quality improvement.

Institutional Values and Best Practices

G. S. College of Commerce & Economics considers the safety and security of all students In the campus as its primary responsibility. The College has CCTV surveillance in the campus. N.S.S and N.C.C units of the College accommodate both male and female volunteers. Programs on issues related to culture, religion, constitution, environment, social, economic and other diverse topics are regularly organised in the College.

Commemorative days are also celebrated as per instructions received from the Government. Conservation of energy is achieved through replacement of incandescent bulbs and tube lights by CFL/LED. **Plant diversity in the campus promotes a green culture which helps in creating a carbon-free natural campus. Plantation programmes, promotion of cloth bags, no plastic use, anti drug, no food wastage, save water campaigns etc are helpful to create awareness and motivate students towards fulfilling social responsibility.** The Women Empowerment Cell conducts various activities to sensitize and encourage girls/ women to stand up against any kind of exploitation and discrimination based on gender. Dry leaves and waste is collected and put in the compost pit for conversion into manure which is used in the garden. **The College also has a ramp and wheelchair for the specially-abled.** Rain Water harvesting system has been installed at 2 places for recharging water resources in the campus. Best practices enrich the quality of value-based learning and create awareness of responsibility towards society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	G. S. COLLEGE OF COMMERCE AND ECONOMICS (Autonomous) Jabalpur
Address	PRINCIPAL ,G.S COLLEGE OF COMMERCE AND ECONOMICS (Autonomous) 89 SOUTH CIVIL LINES JABALPUR (MADHYA PRADESH) PIN CODE- 482001
City	JABALPUR
State	Madhya Pradesh
Pin	482001
Website	www.gscollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUNIL KUMAR PAHWA	0761-2678646	9425410800	-	iqac.gscjbp@gmail.com
IQAC / CIQA coordinator	NARESH CHANDRA TRIPATHI	-	9425383514	-	tripathi1036@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of Establishment, Prior to the Grant of 'Autonomy'		06-04-1948		
Date of grant of 'Autonomy' to the College by UGC		28-02-2017		
University to which the college is affiliated				
State	University name	Document		
Madhya Pradesh	Rani Durgavati Vishwavidyalaya	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-11-2016	View Document		
12B of UGC	17-11-2016	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	25-05-2022	24	AS PER NCTE LETTER
NCTE	View Document	25-05-2022	24	AS PER NCTE LETTER
NCTE	View Document	25-05-2022	24	AS PER NCTE LETTER

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	PRINCIPAL ,G.S COLLEGE OF COMMERCE AND ECONOMICS (Autonomous) 89 SOUTH CIVIL LINES JABALPUR (MADHYA PRADESH) PIN CODE- 482001	Urban	2.7219	8840.56

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,TAX PROCEDURE	36	High school certificate examination	English + Hindi	250	30
UG	BCom,Commerce,HONS	36	High school certificate examination	English + Hindi	0	0
UG	BCom,Commerce,Computer Application	36	High school certificate examination	English,Hindi,English + Hindi	250	152
UG	BCom,Commerce,B.Com	36	High school certificate examination	English + Hindi	1100	209
UG	BCA,Science ,	36	High school certificate examination	English + Hindi	60	15
UG	BEd,Education,	36	Graduation	English + Hindi	50	24
UG	BBA,Management,	36	High school certificate examination	English + Hindi	120	72
PG	MCom,Commerce,	24	Graduation	English + Hindi	220	61
PG	MA,Arts,Economics	24	Graduation	English + Hindi	40	4
PG	MA,Management,HRA	24	Graduation	English + Hindi	40	2

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	2				9				0			
Recruited	2	0	0	2	7	2	0	9	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				21			
Recruited	0	0	0	0	0	0	0	0	11	10	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						8
Recruited	7		1		0	8
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						35
Recruited	30		5		0	35
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	3	1	0	4
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.	2	0	0	7	2	0	7	8	0	26
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	3	2	0	5
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	Others	Total
		36	8	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	1016	0	0	0	1016
	Female	298	0	0	0	298
	Others	0	0	0	0	0
PG	Male	100	0	0	0	100
	Female	54	0	0	0	54
	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	147	127	187	248
	Female	53	49	77	80
	Others	0	0	0	0
ST	Male	52	51	78	96
	Female	24	30	46	36
	Others	0	0	0	0
OBC	Male	530	520	678	848
	Female	117	137	188	206
	Others	0	0	0	0
General	Male	916	1068	946	1208
	Female	273	282	374	455
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2112	2264	2574	3177

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Commerce	View Document
Education	View Document
Managment	View Document
Science	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The programmes at G.S. College are reflective of its vision and mission, the core of which is grooming the conscientious professionals who are competent enough to identify and remedy social problems. As every society continues to face new and complex challenges, the programmes also goes on evolving to suit the needs of time. The focus is on the diversification of courses and incorporation of accounting, taxation, management, economics and entrepreneurship components which shows that the Institution has always promoted multidisciplinary. It is facilitated by interdisciplinary faculty teams focusing on five preferential areas – PERCS: programme, management, employability, research, community engagement and sustainability; reflecting the Integral Pedagogical Paradigm (IPP). We consider NEP as an opportunity to strengthen and scale up our multidisciplinary commitments. Consequently we have taken steps to design and apply for five integrated UG and PG programmes with multiple entry and exit options. We are also in the process of adding vocational streams through certificate courses in Digital Marketing, Hospital Management, GST and Income Tax Return; and skill and soft development certificates viz Functional English, Yoga and meditation, Personality Development, Translation in Practice, Web Designing and Modern Office Management with Tally.</p>
2. Academic bank of credits (ABC):	<p>The Institute is registered under Academic Bank of Credit. The student of Graduation & Post - graduation can view their mark sheets on Digilocker by using their Digilocker ID. Till now 8596 Mark sheets of Graduation and Post - graduation have been</p>

	<p>uploaded and are live in Digilocker. The records from 2018 onwards related to Marks sheet can be viewed by the student.</p>
<p>3. Skill development:</p>	<p>The Institution is committed to the cause of skill development of our students as articulated in our vision, mission and core values. The programme outcomes of the Institution, namely Global Competence, Responsible Citizenship Behaviour, Sustainability Consciousness, Ethical Orientation and Lifelong Learnings are the explicit expression of this commitment. Engaged Competence Enhancement (ECE) is the functional paradigm of the Institution, emphasises the different components of competence such as Knowledge, Skills and Values (KSV). Our skill development efforts are anchored in the five preferential areas of Programme Management, Employability, Research, Community Engagement and Sustainability (PERCS). The application of experiential learning coupled with the Institution's approach makes skill development easier and abiding. All existing programmes have vocational orientation. The Institution grooms professionals on skill-based domains such as social work and counselling. The students of these programmes directly enter into professionals roles like accountants, ex consultants, entrepreneurs, supervisors, HR managers, labour welfare officers, teachers, marketing, insurance, banking professions, HR executives and trainees. We also have several student support programmes which offer sessions for developing skills required in the 21st century. Social and Environmental programmes inculcate values and skill sets in students. Our certificate programmes aim at developing self-directed behaviour (life-long learning) and vocational skills. The Institution has also signed MoU's with other organizations offering avenues for our students to supplement the sector specific skills. Right from its inception, G.S. College also has an institutionalised Value Education Programme that is integrated into the teaching-learning process. Gender sensitization, sustainable consciousness, inclusiveness, human rights, responsible citizenship, constitutional values and national integration are the thrust areas in our value implication paradigm. We also promote our multi-cultural eco system to nourish national integration and preserve the Indian heritage. All these</p>

	<p>programmes provide students with a plethora of opportunities to develop life skills, thinking skills, personal and interpersonal skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>G.S. College always makes a concerted effort to integrate Indian knowledge and culture in its teaching learning practices. The College places immense value on experiential learning, which is the thrust of Indian knowledge base. Being a Premier Commerce Institution, its programmes have rich references to the Indian knowledge system and culture. We offer specific courses to promote insights on multiculturalism and religious harmony. We promote bilingual classroom sessions and encourage our students to undertake field visits to the indigenous community and settings to internalize the diverse culture and tradition of the region. Such exposures motivate our students to respond to the developmental concerns of various communities of the society. The College Library has a special collection of vernacular books on Indian literature, tradition, history, culture, and a collection of holy books Bhagawat Gita, Kuran, Bible, Ramayana etc. The alumnus, has generously donated to institute medals for academic toppers. As a matter of policy, we ensure that freshers enroll as NSS volunteers, and all of them take part in a rural live-in camp of seven days. We also follow the policy that this camp is organized among the marginalized communities like farmers and tribals. It allows the learners to internalize indigenous knowledge and value system, which complements classroom learning. The students participate and organize programmes on various dimensions of Indian culture. Our value education sessions also complement this. For instance, special sessions are conducted on the Bhagavat Gita and Indian spirituality, emphasizing cultural assimilation. Every year we celebrate Yoga Day with the full participation of teachers and students. We also promote the practice of yoga throughout the year so that our students imbibe the Indian tradition of meditation and develop harmony with nature. It enables them to synchronize their body and mind and develop their awareness of Indian heritage. National Youth Day is observed in commemoration of Swami Vivekananda. Deepavali, the Indian festival of lights, is enthusiastically celebrated, and the related competitions and performances are designed to</p>

	<p>promote cultural harmony and preserve indigenous art forms. Plans are afoot to make G.S engagement still more comprehensive by incorporating into it the lofty values of compassion, empathy love, charity oneness solidarity, and peace which are central to the Indian philosophy of Vasudhaiva Kutumbakam. 'Conscience and Compassion' is the latest initiative on these lines. Our Institution runs English and Hindi medium classes saperately, into only by allotting sections but there exists a separate shift. English medium class as are engaged in the in morning shift and Hindi medium in the day shift.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As soon as UGC proposed the introduction of OBE, IQAC realized its importance and spearheaded its efforts to make the faculty conversant with its framework and finer points. For that, a series of FDPs were organised and finally, OBE came into effect practice from 20-21. We made sure that the POs reflect the very of the institution which is committed to grooming our students who stand out for their: • Global Competence • Responsible Citizenship Behaviour • Lifelong Learning • Sustainability, Consciousness • Ethical Orientation There are systemic interactions among faculty members, departments and the Institution in the entire process of OBE transactions. The procedure 1. Begins with an annual curriculum plan in the departments which is further integrated with the College level plans. 2. Incorporating the university academic calendar. 3. POs and PSOs are introduced to the students at the transaction level during the induction programme . At the beginning of the semester, each faculty member in charge of the course introduces the Course Outcomes (COs) to the students and explains the mode of delivery and assessment. Students are informed about the mapping of COs with PSOs and POs. With the dedicated and concerted effort of the entire group of faculty members, under the leadership of a core team. The Institution developed a questionnaire and online feedback from was circulated among student to assess their academic performance. OBE at G.S College is a fully customized framework, evolved internally. We observed that mapping only the summative assessments does not reflect the G.S. College graduates' integral transformation. We decided to integrate the data of the formative and summative</p>

	<p>assessments is integrard to make them more comprehensive. We have already identified and adopted five preferential engagement domains integrating the KSV framework to complement the summative PO mapping done with the academic assessment data: 1• Programme Management 2• Employability 3• Research 4• Community Engagement 5• Sustainability Though the work is not yet complete, we are determined& take it to its final stages to give our Institution a distinctiveness. With the inception of National Education Policy (NEP) OBE was converged with it. Regular student meetings are alled and the competence of student is nominted.</p>
6. Distance education/online education:	<p>Appreciative of the value of distance education, G.S. College partnered with IGNOU in 2014 and offered a programmes on Retail Management. Adapting to online teaching was not a hurdle for G.S. during the pandemic, as we had an institutionalized open-source learning management system, namely Moodle. The Institution had equipped all the teachers through periodic training in the use of various ICT tools. The teachers use the Moodle platform, for teaching purposes. Resultantly, migrating to online platforms such as Zoom, Google Meet, and Webex for online learning during the pandemic was hassle-free. G. S. College also experimented with a hybrid teaching-learning mode through blending traditional and technology-assisted approaches. It includes presenting relevant a few YouTube videos and lectures, documentaries integrated with classroom teaching. The use of PowerPoint presentations augmented this process. The facilities available in some classrooms are high speed leased line and Wi-Fi internet, LCD projector with Wi-Fi access which enable blended learning. Whenever there were restrictions on account of the pandemic, we switched over to the online mode and transacted business as efficiently as ever by offering global sessions, webinars, online internships, workshops, and assessments. Sessions delivered online as webinars online are recorded on you Tube and made accessible to the students who missed them because of network issues or gadget problems. Our IT infrastructure and resources, coupled with all the initiatives mentioned above, give us more confidence to navigate online mode and hybrid teaching proactively.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>YES, students' co-ordinator and co-ordinating faculty appointed by college. Students Co-ordinator: Sourabh Shukla B.Com - 2 year, Diksha Arya B.Com 2 years. Faculty Co- Ordinator: Mr. Praveen Kumar Singh YES YES</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. New Voter registration - EPIC CARD Creation camp. 2. Correction in EPIC Card Camp 3. Participation in all the activities conducted by district administration like - voter awareness programme Nukkad Natak, Roll play, Quiz competition, Rangoli competition, Poster making, panting, slogan making etc. 4. Organised voter awareness rally 5. Participation in voter awareness marathon 6. Organised various lectures and oath taking ceremony to voter.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1.Easy writing competition organised by ELC club of the college for voter awareness.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>1. Organised camp for new voter registration to enrolled student above 18 years. 2. Generated Awareness programme among students who are yet to be enrolled in Electoral. 3. Encourage student to download voter help line app. 4. Organized time to time awareness programme by ELC Club for new voter registration and provided information among students when they eligible to enrolled themself in electrolier enrolled.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1466	2112	2264	2574	3177
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
549	698	832	913	813
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	38	33	39	44
File Description		Document		
Institutional data in the prescribed format		View Document		

2.2

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

five years:

Response: 44

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4969434	3707152	4159981	6859210	7522948
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The courses in G.S. College are as per the curricula designed by Department of Higher Education, Madhya Pradesh. As per the provisions regarding autonomous colleges, permission for revision in courses is 20 percent. In the meetings of board of studies, topics related to local, national and global developmental needs, are included in the syllabus. **The college has adapted Choice Based Credit System (CBCS) educational model that offers students to opt for courses and subjects of their choice such as major minor elective and vocational (skill-based) courses.** The curriculum is designed to ensure that the students have the required domain knowledge, skills and attitude. Moreover, in accordance with national goals the college is heading towards outcome-based education (OBE) which articulates ideas to the students of what they are expected to know and able to do. The courses included in the curriculum helping the students for their holistic development imparting human values and life skills. The curricula also empower the skills of students regarding advanced techniques, global trends, research methodology, entrepreneurship and employability. The field visits internships and projects are included in the curricula to enable students for experiential learning. The quest for excellence of the college is reflected in Programme Outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes (COs) of various disciplines and projects are included in the curricula to enable students for experiential learning.

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

1.1.2

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

Response:

1.1.2 Programmes offered by the institution

Committed to moulding students for a career in business/commerce, the College aims to train them to assume responsible positions in the fields of commerce, banking, insurance, and industry. To achieve this goal, excellence in Undergraduate and Postgraduate Courses like B. Com, BBA and BCA, M.Com, M.A. (Economics), M.A. (HRA), and B.Ed, as well as industry-oriented skill development courses, is encouraged such as CPBFI, Digital Marketing and Tally are made available for students of the college who wish to pursue their skill in these area through oriented programs.

The B.Com course emphasis to impart specialized skill sets in the areas of finance, accounting, and taxation with a view to pursue careers in financial services. While there is enough diversity in the knowledge base for the B. Com graduates to excel in any field of enterprise of their choice, the primary focus is for them to function as top-notch executives in the financial services industry in different fields of operations.

The curriculum of the BBA program is designed to provide the industry with young managers for entry-level positions for their first experience in a corporate role. The curriculum as currently envisaged, offers students a choice of specialization in marketing/finance/ human resource area .

Preparing for the IT industry and getting ready to step into one of the most promising careers with the BCA program is the aim of the college. It aims for the students to develop deeper into an innovative educational experience that goes beyond business fundamentals to develop practical skills.

The M.Com, M.A. (Eco), and M.A. (HRA) courses help learners acquire & sharpen their knowledge to climb up the corporate ladder. Through this program, learners will be able to gain expertise in key areas like Management Concepts, Corporate Legal Framework, Tax Planning, Consumer Behaviour, Monetary, Industrial, Agricultural, Economics, Indian Economic Policy, Management of Human Resources, labor legislation, Leadership & Personality Development in the field of corporate and grooming oneself to become a future-ready professional.

The B.Ed course in the College strives to provide quality Teachers Education, for the society which in turn ensures better conductivity and thus a better quality of life for the associated people. The department has a solemn commitment to address vigorously the needs arising from the rapidly changing society by aligning themselves to the requirements of a new age of teaching.

Besides this exposure to the functioning of the real world, the application is made possible by organizing various co-curricular activities like guest lectures by eminent persons, industrial visits, field trips, as well as internships. In keeping with the motto of the college, students grooming young minds to become entrepreneurs with ethical values of life; well-defined academic programs and assessments, advice, guidance, support, and mentoring for its students the College endeavors to instill in students a sense of social commitment through the various extension activities of the NSS, NCC, and Student Development Council. The values of commitment and service to society inculcated through involvement in these activities, make students responsible citizens of India.

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

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years Response: 0	
1.2.1.1 Number of new courses introduced during the last five years:	
1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Response: 10	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum Response: The Institution integrates cross-cutting issues relevant to Professional Ethics, Gender sensitization (equality and equity), Environment and Sustainability, and Human Values based approaches into the curriculum thereby contributing to the holistic growth of students. In Under Graduate I year classes Environmental Studies, in II year Women Empowerment, in III year Moral Values, in MA(HRA) sem I . HRM Ethical and Social Considerations and in IV Sem. Strategic and Cultural Values have been introduced. Main contents of Environmental Studies course are Study of Environment and Ecology, Environmental Pollution and Population Studies, Natural Resources: Problems and Conservation, Bio-Diversity and it's Protection, Disaster Management and Environmental

Laws. Therefore the Institution takes continued efforts to provide possible additional inputs in order to sensitize the students on these issues. **These include invited lectures, seminars, workshops, and conferences; interaction with the alumni, practitioners, and field experts; and other components like value education. All activities aim at ensuring biodiversity, better environment management and women's welfare.** The Criterion seven documents also reflect this. In addition, the students are encouraged to take up themes for their projects and internships relating to the areas mentioned above. To sensitize students regarding gender equity and equality short films are shown to the students and discussions are held, and presentations by doctors, army personnel, and professors are also organized regularly to sensitize students.

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

1.3.2

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

Response: 02

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

1.3.3

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

Response: 100

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

Response: 10

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

Response: 10

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 45.49

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
569	850	678	915	1354

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1000	2050	2116	2216	2216

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 41.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
262	431	168	416	728

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
490	1058	1058	1108	1108

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

The departments use monitoring and mentoring to keep track of slow learners' progress. This

helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners. Advanced learners and slow learners have been identified as per their responses in the classroom as well as their performance in the internal examinations.

Along with teachers, some advanced learners are encouraged to mentor weak students and help them with explanations and notes.

The Departments draw up the schedule for organizing remedial classes for slow learners. This exercise is done in a discreet manner and slow learners are encouraged and prodded to recognize their shortcomings and register on their own without compulsion. Teachers are able to give one to one attention in remedial classes and focus on individual problems in a better manner when compared to a regular classroom in which the advanced learners' participation may inhibit the others from voicing their problems. **Revision classes and counselling sessions are held and additional teaching is taken up if required. Tutoring by peers, senior students, and mentors is offered.** Corrected assignments are shared with each student and discussed to enable students to recognize their problem areas and improve. The Faculty makes it a point to be patient and accessible to students personally, over the phone, mail, and social apps.

Advanced learners are encouraged to study the contents of the syllabus effectively so as to achieve a high percentage of marks and a good score in MP SLET , NET. They are encouraged to maintain a their records . Gold Medals are awarded to the toppers .Meritorious students are included as members of Committees. **Training and Placement Cell invites Companies and Industries to hold their placement drive at the University and students are encouraged to actively register for the interviews. Training and Placement Cell also provides training in interview skills and communication skills. Proficiency in English classes, Functional Use of English, Personality Development programs is organized to enhance the employability of the students.**

Following activities are done by teachers for students: Slow learners:

1. Individual counselling
2. Remedial Coaching
3. Extra notes
4. Group discussion session
5. Internal examination process
6. Encouragement in NSS, Sports, and academic activities
7. Extra library books
- .8)Online Counselling

Advance learners: 1. Advance notes 2. Seminar sessions 3. Participative learning sessions 4. Experimental learning sessions i.e., Industrial Tour 5. Projects 6. Assessments 7. Group discussion sessions.

In order to enhance their confidence level, the department conducts different activities such as NSS, Cultural, and Sports to develop their overall personality.

File Description	Document
Upload Any additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 44.42

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teaching-learning process is one major of the objective and the strength of our college. Experiential learning, participative learning and problem solving methodologies are well adopted to ensure the holistic development of students and facilitate life-long learning and knowledge management.

Participatory Learning Methods

- Seminar
- Home Assignments and Presentations
- Group discussions
- Case studies
- Role play

Our Institution further provides high quality out of class learning opportunities through guest lectures,

seminars, and workshops that align the academic stated goals and outcomes. **The co – curricular and extra - curricular activities plays an integral part of the students' holistic education through various squads of Cultural Club, Sports Club, NSS, NCC. Students participation in Intra and Inter Collegiate Competitions, Cultural events, Sports and Games of District/State/ National, and International levels enrich their professional ethics and social responsibilities.**

Communicative skills and Career Skills training aids for the personality development call is taken care by career guidance and personality development

The generalized procedures for learners' learning experience assessment include pause points, reflection spot, and peer learning spots. While creating a lecture plan, a topic has been chosen, identify the pause points in the lecture and include a reflection spot and peer learning spot. In a forty five minute-long lecture the inclusion of two or more pause points results in an interactive and participatory learning method as well as a suitable assessment for observing the learners' learning experience.

A reflection spot is a spot for observing and evaluating the reflection of what the learners' gained. True/False questions, Yes/No type questions, Short answer (1-2 words) questions are the tools used to encourage the learners' interactive participation that could be used in reflection spot. Irrespective of the learners' cognitive level all should be involved because the answer to the reflection question is either yes or no or true or false.

A peer learning spot is for improving the ability of slow learners with the help of a Fast learner by the technique known as learning by sharing technique.

Our Institution has created a good ambiance for experiential learning in the classroom in which students have developed Knowledge, Skills and Values from direct experiences outside academic settings. Our Institution strives to integrate experiential, participatory and problem solving methodologies by devising innovative teaching learning methodologies that brings a profound learning experience for the divergent students in the DIGITAL ERA.

Effective content delivery by using ICT tools in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution.

ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCS,), online journals, Use of projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students of different disciplines.

The case study and the project-based learning methods, which are participatory, discussion/demonstration based ways of learning, enable students gain the skills in critical thinking, communication, and group dynamics and reflect appropriate integration of direct and online interaction of the participating members.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

EFFECTIVE MENTOR – MENTEE SCHEMES IMPLEMENTED TO ADDRESS ACADEMICS & STUDENT ISSUES

The Institute shares the responsibility as co-ordinator of the Mentor – Mentee system by allocating mentors to all undergraduate and post graduate students. The Institute monitors its effective implementation and surveys it from time to time.

The Institution believes that a mentorship programme is a structured and organized initiative, consistent in its working that facilitates the pairing of experienced individuals (Mentors) with less experienced ones (Mentees) to provide guidance, support and knowledge transfer in education.

Three types of mentoring techniques are practiced through schemes in the Institution.

1. Traditional – One to One Mentoring
2. Distance Mentoring
3. Group Mentoring

A Faculty Mentors role is to support a Mentee for welfare through relationship building trust building, motivating building, and creating an environment for positive development. As a good mentor listen carefully is a great skill. A mentor must be encouraging, supportive, flexible and patient and sincerely work for the holistic development and growth of the mentee.

For Academic Personal and professional growth the following the principles are adhered to

1. Connecting
2. Correcting
3. Counseling

The schemes proposed and implemented are under the following heads-

Academic Schemes

1. Identifying strengths weaknesses and biases
2. Assessing and building communication and listening skills
3. Building a productive relationship

4. Assessing and addressing :

- Exams
- Subject related queries
- CCE
- Projects
- Assignments
- Class Tests
- Fostering Mentee career advancement

1. Creating a comfortable class- college atmosphere

General Awareness Schemes

1. Creating a vision for future endeavors
2. Choosing the subject of their choice
3. Planning goals and goal related issues
4. Planning a career
5. Counselling the vital Formative years (18 years and above)
6. Explaining through discussion traffic and society rules the appropriateness
7. Stressing the importance of Adult Suffrage and Building National Character and Pride.
8. Connecting the students with the real world.
9. Awareness regarding environment issues and social responsibilities.

Especial Mentoring Schemes for girls:

1. Special Induction programme
2. Rapport building
3. Progress making
4. Winding down
5. Moving down
6. Dress code, Decorum, Decency, Ethics, Gender sensitization and other issues.

The College makes special provision for mentees who need to discuss personal issues and problems which they hesitate to discuss before others. Sound advice is given to them. This mentoring is kept a secret and off the records.

Mentee etiquette – Mentees are conditioned to respect the mentor, have total trust in the mentor, be regular in attending the meetings, be in discipline, strictly follow the instructions and be in constant touch with the mentor regarding all development – Academic and professional.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

Academic Calendar:

Before the commencement of the new academic session, the Institution plans the blueprint of the new session keeping in view the Academic Calendar declared by Department of Higher Education, Madhya Pradesh. **The Committee appointed by the Principal in consultation with The Principal, Head of the Departments, Coordinator of Internal Quality Assurance Cell, and other officials, prepares the Academic Calendar for the effective functioning of the academic, co-curricular and extra curricular activities in the Institution.** It is then placed in the Staff Council for approval. The Calendar includes the details of schedule form of various academic, co curricular and extra curricular activities planned for the holistic development of the students. It also include tentative schedule of assessment conducted through out the year in the form of assignments, project viva, CCE and final examination. It is also displayed on the college website. and notice board academic calendar is strictly adhered to. However, in case of any unforeseen situation, necessary changes are made by the authorities and the same is displayed on notice boards and websites.

The college brochure handed over to the students provides all needed information such as academic programmes, curriculum structure, details of the courses, rules, regulations, facilities, scholarships, endowments, list of the staff, committees, and so on. The brochure contains the Curriculum Structure for both Under Graduate and Post Graduate programmes, giving the students a clear picture of the programmes.

Teaching Plan: The teaching plan is envisioned at three levels: at the college level -Master timetable, at the department level the course wise time table is formulated and finally at the individual faculty level which is subject and unit wise teaching plan.

The concerned faculties prepare teaching plan for their respective subjects as per the allotted classes. The faculties prepare unit-wise teaching plan, describing time table scale, teaching aids, methods of teaching-learning and assessment of the same. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. Teaching plan creates a self-informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students.

The faculties are encouraged to update the methods of teaching and evaluation, especially of the use of ICT enabled tools and facilities. The course teachers are able to assess the learning ability of the students periodically on the basis of their respective teaching plans. It, thus, helps both the teacher and the learners to take part in the teaching and learning process effectively

The HOD's and the Principal check the progress of each courses and ensures timely and effective completion of course in the specified time frame with perfect blend of practical and theoretical inputs.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 79

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
47	47	47	47	47

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**Response:** 79.55**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 35

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 16.73**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 552

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 65.91**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 29

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 50.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	51	36	66	69

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

2.5.2

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

Response: 5.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	165	110	114	104

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

2022-23	2021-22	2020-21	2019-20	2018-19
1735	2025	2724	1954	980

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

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

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

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

Response:

- Processes integrating IT
- Continuous internal assessment system
- The college keeps its examination system open for modifications and thus strengthens it from time to time, ensuring the system full proof and address the grievances of students, if any. The drivers for reforms in examination system have been incorporated into our examination system and they include OBE- frame work for assessment process, evaluation of higher order abilities and professional skills in different forms like MOOCs, internship experience and project works, Bloom's taxonomy for assessment design etc.

The following significant reforms were affected in the Examination system

- Credit system was introduced for the benefit of the students as per NEP introduced in 2021.
- Internal /Project works and assignments are made part of evaluation.
- **Tools of information technology** are utilized for most of the activities associated with the conduct of examinations, evaluation and declaration of results. Periodical **CCE** Continuous comparative assignments/etc. to keep the students meaningfully engaged with the subject content throughout the year.

Reform(s)	Positive impact(s)
2 sets of question papers are maintained for each subject / course	Confidentiality in the question paper selection
Setting the question papers from all the units with internal choice and moderation of question papers.	<ol style="list-style-type: none"> 1. Maintain standards and coverage of syllabus among all the units 2. Students are required to study all the units in a given course 3. Improve the course outcomes by
	implementing internal choice
Preparation of detailed scheme of evaluation by internal subject / course experts	<ol style="list-style-type: none"> 1. Uniformity in the evaluation among the evaluators 2. Fair judgment for the students
Internal faculty to monitor the semester and year end examinations	Strict vigilance for smooth conduct of examinations
Valuation of Answer script	<ol style="list-style-type: none"> 1. Confidentiality and custody of answer booklets are ensured 2. Declaration of results within the stipulated time
Establishment of CCTV Surveillance System	<ol style="list-style-type: none"> 1. Continuous monitoring of activities of examination section and spot evaluation process 2. Restricted entry and surveillance of the entry of un-authorized persons into the examination section 3. CCTVs in the vicinity of the examination 4. Proper steps to keep eye on unfair means it any.
Encoding and decoding of answer booklets	Provides confidentiality and unbiased evaluation.
Automation of examination management system	<ol style="list-style-type: none"> 1. Improvement in reliability, efficiency, security, transparency, confidentiality and accuracy in the entire process 2. Software used provides flexibility to incorporate autonomous curriculum requirements

Personal verification and revaluation system	Accountability of the evaluation process and improving the transparency in the evaluation
Advance Supplementary examinations and timely publication of results & issuing necessary certificates in time.	Provides more scope to final year students for their placements and higher studies
Inclusion of security features in grade sheets as well as in answer booklets	Chances of manipulations are nullified.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution improves student learning by way of giving excellent self-learning mode, assisted learning, and hands-on experience. The direct assessment signifies the students' show informative & summative examinations, seminars, assignments, etc. Through these tools, the **attainment of COs** is quantified. Formative assessment - the teachers work continuous valuation during the study to measure and improve student learning. The methods applied to yield critical information for monitoring an individual's acquisition of knowledge and skills, evaluate analytical thinking, decision making, and problem-solving abilities.

Internal Assessment: This is a formative assessment, used to evaluate the academic performance of the student periodically:

Seminars: The students are required to present a seminar on the course of study. The goal of the seminar presentation is to assess students' interaction with peers and faculties on assigned topics. The content, preparation, presentation, and conversation abilities are evaluated.

Assignment: The assignment is aimed to assess students' understanding of the allotted topic, ability to gather information, understanding of the content, comprehension, innovation/ideas, Analytical/critical thinking, interpretation skills, and written communication skills concerning the learning outcomes.

Viva-voce: The subject teacher regularly interacts with the student during the practical classes to evaluate the extent of knowledge and ability for critical thinking.

Project work: The students take up research projects under the guidance of a faculty member.

Summative assessment - Complete assessment of learning outcomes is done at the end of the year. The approaches applied are the year end examination that is conducted both in theory and practical covering the complete syllabus. Results of the examinations help regulate the academic performance of the students at the end of the course.

The institute is moving from teacher centric learning to student-centric learning by adopting **Outcome-Based Education (OBE)**. The course delivery and assessment are planned to achieve stated objectives and outcomes. The main focus is on measuring student performance i.e. outcomes at different levels. **The course outcomes (COs)** for each course and **program outcomes(POs)** along with **program specific outcomes(PSOs)** for each program are defined in line with the regulatory body- National Board of Accreditation, New Delhi. The courses undergone by the students in the entire program are categorized into theory, practical. Both vocational and open electives are offered as per the standard norms. Curriculum changes are effected as often as deemed necessary based on industrial expectations.

Encouragement is given to students who wish to register for online courses offered by MOOC, SWAYAM, etc,. Questions in the final examinations are mapped to corresponding **COs**. Marks obtained by the student are used as one of the components to calculate the course outcomes. Attainment analysis is made based on the data acquired from the above components and the results are used for continuous improvement through course delivery, assessment methods, and modification of curriculum. A good attainment at the course level, program level, and Institute level ensures quality assurance for all stakeholders.

In the Academic. Year 2022-23 Institution adopted OBE. Calculations are given only for BBA first-year program.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 98.72

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

Response: 542

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The College consistently promotes research and all activities connected with it. The Research Centre of Rani Durgawati Vishwavidyalaya is housed on the first floor of our library building. The Pre-Ph.D Course Work Classes are conducted in our College premises. For this purpose, we have earmarked two class rooms and one smart class room equipped with LCD Projector and Wi Fi facilities. The researches in the field of Banking, Insurance, Applied Economics, HR Management, Marketing Management and Financial Management have a separate Library to facilitate research activities and scholarly learning. Unique reference books are housed in the Library especially encyclopedias, RBI Bulletins and research journals. Computer facilities are made open to scholars who can surf the net for a better analysis and access e-journals. The research library is open for all research scholars. Before submission of the thesis a Pre-submission viva is conducted before the house which comprises of the research scholars and registered guides and their suggestions help to improve the quality of the thesis. Once the suggestions have been implemented the thesis is subjected to a plagiarism check and only after that a certificate is issued by the University. The research facilities are upgraded year after year. In the past year internal examinations, quiz programs, and presentations were added to the facilities. The net was made easily available to the scholars.

In G.S College following research facilities are available for the research scholars, research guides and teachers :1)The central library which is fully computerized and users can access foreign university libraries through WAN facilities .

2)WiFi all around the campus.

3)No time limit for the research schoolers.They can stay in the library for long periods of time. They can access literature 24*7 .even from thire residence

4) High speed LAN ports are installed in the Library.

Time to time tour pilot surveys and fieldwork are Organized by the research Center for Pre-PhD students.In this sample, questionnaires and schedules are also provided to research scholars. And they provide these to the respondents afterwards.Filled /Questionnaires are used to tabulate, analyze and draw conclusions. This is a kind of Practical Training to all.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2**The institution provides seed money to its teachers for research****Response: 7****3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	00	00	00

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response: 0****3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 250000

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.2

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

Response: 9

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

3.2.3

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

Response: 36.36

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

Response: 12

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

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

Response:

G.S Innovation Center took root from a think- tank of like minded research scholars, students, alumni and well-wishers who are passionate about social change through innovation and enterprise. The Institution encourages a healthy ecosystem which creates atmosphere conducive for innovations in teaching as well as research. Each teacher is a cell for research in him/her self and forms dedicated centers for learning and community orientation. The College has two Boy units of NSS and one Girl unit. Annual camps are organized in nearby villages where the students spend seven days with the villagers and interact with them. They move in to the village and explain to the villagers the importance of cleanliness, literacy, education and self reliance. Awareness is created amongst the village people regarding Human rights, Aids, Drugs and Alcoholism through street plays, banners, presentations and rallies. Disaster management, fire management and the relevant government schemes and programmes are explained to the villagers. The College has one NCC Unit of boys and the cadets are made aware of national security and the activities in camps help develop patriotism, where they develop soft skills, confidence, discipline, personality enhancement, punctuality, health and hygiene, civic sense and security regarding the use of social media due to exposure. The Research center recognized by RDVV Jabalpur aids students in choosing subjects and understanding emerging social economic problems and their solutions. Entrepreneurial qualities are inculcated in the students as they are sent for internship.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

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

Response: 16.83

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

Response: 202

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

3.4.3

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

Response: 0.09

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

Response: 04

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.41

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 18

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document

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

Response: 0

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities**3.6.1**

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

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

Response:

The experiential learning framework of G.S is anchored in the functional paradigm of engaged Enhancement (ECE). Student engagements in the field are our most effective tool to facilitate their holistic transformation. Therefore, field engagements and extension activities complement our teaching/ learning process. Extension Activities are not only carried out in the neighborhood but villages are adopted and students visit these villages during the year. Social issues are discussed in class by the class teachers who are the mentors of the students. Open discussions sensitize the students to social issues like drug addiction ,drug abuse , domestic violence , equal rights , gender equality , safety , traffic rules , Alcohol abuse and health. Teams are trained for Nukkad Natak, Mimes, Short Skits, Role Play which are performed regularly in College. The winning teams participate in competitions in other Colleges.

Girls are made aware of their gender , status , good and bad touch, domestic violence, domestic unrest. Girls are taught the wearing appropriate apparel for different occasions. A Self Defence Programme is organised every year for them in which a trainer is employed. Karate as self defence is taught to the girls to make them confident, cautious and capable of defending themselves. All government schemes and programs are followed to the tee. Short Movies, Video Clips and Lectures are arranged for girls to create gender awareness, gender equality and promote gender equity. A group discussion and feedback after every event helps us understand the problems faced by girls. Mentoring is promoted for a holistic approach.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 163

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	42	19	07	04

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

3.7 Collaboration

3.7.1

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

Response: 10

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The Institution has adequate infrastructure and physical facilities for teaching-learning, The Institution has 27 Classrooms, including smart rooms, 2 Computer Laboratories equipped with sufficient Computing equipments. There is an auditorium for academic and cultural programmers, a seminar hall, a central library, reading room, study room, separate comfort rooms for male / female teachers and students. The College has two separate blocks. 1 Academic and 2 Administration block. The teaching and learning process is conducted from the Academic block which comprises of 27 Classrooms, a Research center which runs the Pre Ph.D. course work classes. It is situated on the first floor of the central library. For research students there is a separate wing for studies and online literature search, through INFLIBNET (N- List) . The College office runs in the administrative block having 8 rooms. We have 3 gardens out of which there is a herbal garden in which medicinal plants have been planted. In College campus we have about 339 trees of 42 kinds. Colllege garden looks like a green belt. The College is a plastic free and green campus. The College takes care of overall development of the students. For this we provide exposure through cultural and sports activities. There is a Cultural Committee which organises Inter Class Competitions of Dance, Singing, Debate etc. After selection the students participate in Local, University ,District and National levels. To promote participation College distributes prizes and certificates from time to time. The Sports Committee of College taken care of Sports Activities. The College organises Inter Class and Inter College Sport events. After selecting students as per their achievements, they are sent forward for participation in Inter District, regional, National, and University Levels. The performance of students in different Sports & Atheltic events in remarkable. The students have also performed in the International level. We have specified budgets for Sportsmen under this. We provide kits, TA & DA, Medals, Certificates and fee concessions. The College is equipped with indoor game facilities for chess, badminton, and table tennis. To promote cultural events, seminars, conferences, workshops and yoga/zumba/martial arts, there is a multi-purpose auditorium, equipped with a sound system, lighting, and DLP. The College funds intercollegiate sports and cultural events and provides trainers, cultural dresses, sports kits, and tracksuits to students for all tournaments/ cultural events.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 0

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
6.33759	19.29035	15.07391	8.98413	20.73305

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The College has Central Library, this library along with the facility for students also facilitates Research students pursuing their Ph.D. as the College Library is declared as Research Centre of Dept. of Commerce by Rani Durgavati Vishwavidyalaya. Library uses barcode system for issuing books. The College Library is fully automated & follows the open access system. The information belonging to the library, such as catalog records, patron information, etc. are stored, and can be accessed through the

database.

Cataloguing: The four modules of the Catalog Section are: Search Panel, Library Titles, Media Catalog, and reports.

Circulation Module: It helps to check items in and out, keep track of books, and notify patrons when items are due or overdue. The Report section has been divided into nine categories i.e.,

Catalogue Accession,

Catalogue Journal,

Catalogue Labels,

Catalogue Title,

Circulation Due,

Circulation Issue,

Circulation Reserve,

Circulation Return,

Circulation Slip

The library is optimally used by the faculty & Student in the year 2022-23 an average 153 Student visited library everyday. Average visit of faculty members was 3.26 teachers per day. Average for both (Student and Teachers) was 132 person per day.

File Description	Document
Upload any additional information	View Document

4.2.2

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

Response: 2.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
103192	83560	141601	137180	220447

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The College has a detailed IT policy and has been at the forefront of adopting technologies and providing IT-enabled services to its stakeholders. IT policy drafts a framework for establishing and maintaining the IT infrastructure at the college campus. The College also takes Cyber security measures to safeguard the IT infrastructure but not limited to: Maintenance and upgrade of Servers, Switches, and routers Provision for regular and multiple Server Backups Provision for Firewall Round the clock CCTV, The College has open Wi-fi Campus the students have open access in browsing information related to study materials. The College has server with enabled firewall and all the computers enabled with antivirus. The College has specified budget for IT policies. This academic year being pandemic period the virtual classes were organized through google meet, zoom and for this purpose systems were updated smart board, projector, LCD, Computer with Multimedia. The Autonomous Cell provides the facility of filling off online examination forms and results. The Library is also IT enabled where the circulation of books is through software. The College has its own website and using youtube channel which is used by the student as per their requirement. . Additional computing facilities are added based on the needs arising out of requirements of students, research scholars, and faculty. The College has appropriate budgetary provisions for expanding and updating IT facilities including WI-FI, internet, computers, etc.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 17.66**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:****Response:** 83

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

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

The Institution has a rich computer lab equipped with 60 Computers. Teachers visit in these labs to prepare their E-Content with the help of Microsoft PowerPoint and OBS Studio. The faculty members present their presentations in a specific room equipped with LCD Projector and PA System. A proposal by IQAC has been forwarded to the Management through the principal for the installation of a lecture capturing system (LCS) so that faculty members can contribute more to E-Content

File Description	Document
Provide the link for additional information	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**Response:** 26.45**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
233057.55	971861	1762047.73	1997930.25	2233307.00

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

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

Response:

The College is ever vigilant in providing, upgrading, and maintaining its physical, academic, and support facilities and ensuring optimal utilisation by the students, staff, external agencies, and the neighbouring community. The Principal and the staff ascertain the optimal use of infrastructure. Optimal utilization of facilities is ensured by working in two shifts, planning out a timetable for comprehensive use, and organizing various examinations, such as C.A,C.S & other competitive exams programs, seminars, and activities during holidays and vacations. The institution considers the proper allocation and optimal utilization of the financial resources for the maintenance of various facilities. To maintain the college campus clean and tidy, proper up keeping and repairing of the infrastructure is done on a regular basis. The repair of laboratory instruments/equipment, ICT infrastructure, sports equipment, sanitary napkin, RO water purifiers, and fire extinguishers are carried out by the concerned service providers through an annual maintenance contract. Besides the periodic maintenance, preventive and breakdown maintenance is carried out for effective utilization of infrastructure. CCTV cameras positioned at strategic locations

and a security guard ensure the safety of the premises. The support staff has been allocated for the regular cleaning, mopping, and dusting of laboratories, classrooms, offices, departments/cells, auditorium, library, sports ground, garden, cycle stand, and the entire campus. Regular cleaning of water storage tanks is done and regular collection, segregation and disposal of waste is also followed. The plastic-free campus is strictly followed, thus discouraging the use of plastics and polythene inside the campus. The College has a stock register in which the record of physical facilities such as furniture, equipments, books etc are mentioned and issued to different department as per their requirements time to time. For proper safety fire extinguishers are installed at different place as per need.

File Description	Document
Upload any additional information	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: 22.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
329	451	607	569	656

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

Career counselling is gaining momentum, with the increase in awareness of the importance of career counselling amongst the parent population and Institutional Authority. Educational institutes are also encouraging students to do so.

Career counselling also known as career guidance is counselling intended to help a student to choose or change a career. An individual's career is one of the most significant part of their life and with many different career options to choose from, individuals get confused as to what career is right for them. Career counselling helps individuals understand their interests and skills that in turn help individuals choose the right career path. It refers to counselling provided by career counsellors who help individuals choose an appropriate career based on their competencies i.e knowledge, skills and abilities.

Our colleges has a placement cell which makes the students inculcate Accountability (outcome-oriented) and programme improvement (based on results of process/outcome evaluation), qualified leadership among the students. Career counselling individuals receive guidance from professional counsellors that provide expert advice on the potentials, Aptitude, motivations, skills and shortcomings with the use of carefully designed assessment tools. The Strong professional development activities organized by the placement cell of the college, promote the students with professional knowledge and skills, and various approaches to outreach, assessment, practical interaction, counselling, curriculum, programmes and job placements.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 32.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	23	781	255	145

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.2.2

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

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

Response: 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	02	01

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

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	02	01	00	01

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

5.3.2

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

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

Response:

The Student Council at G. S. College is a body of student representatives who work along with the faculty member's bridging the gap between the students and the management. For the past years, they have been playing significant roles in conducting and organizing events at college level.

These representatives are selected from the UG and PG courses in the college. The various clubs that function in the college are Women's Empowerment Cell, NSS, NCC, Electoral literacy club, Cultural Club, Sports Club. Other than the NCC, where the cadets are chosen through a procedure of selection conducted by the authorities (the college having the army wing of NCC) the other members are chosen based on their curricular and extracurricular performance.

They are active right from the day they are chosen as the representatives working to make the college events not only a success but also learning experience. Through the councils; the faculties try to inculcate in them values of leadership, motivation, group dynamics and managerial skills which act as a practical experience for them especially for them having chosen Commerce and management as a launching vehicle to future careers prospective.

The student council is a stage where people with vivid as well as similar mindsets come together, initiate, discuss, share, and present their ideas. This council also envisions in students being able to manage and maintain good relations, networking and adapt the culture of work streams. Following a typical framework and conventional functioning policies, the student activity council is active on a daily basis to keep up the spirits of the inhabitants of the campus.

Student Activity Council ensures the students that their journey in this campus is not just filled with intellectual studies but with more involvement of passion, interests and creativity.

The college envisages the student council will create the foundation for the overall growth of the students both physical and mental.

Thus, the student activity council being the most happening student body, is gripped as the backbone for all student activities and has grown, is growing and will grow to be the most efficient, reliable, effective student body. . They have been the backbone of the college for years and will continue to be so.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: B. Any three of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 73200

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

2022-23	2021-22	2020-21	2019-20	2018-19
54800	6100	5500	3100	3700

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

5.4.2

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

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

Response:

Alumni Activities

A living institution always makes a significant impact on everything it touches on the minds and dreams and characters of students, on the plethora of ideas, opinions, perspectives and their practical application as we transfer knowledge and innovations to the world beyond our campus, and on the communities with which we actively engage with locally and around the globe. As we inspire our students, sometimes they repay us in full measure. The alumni plays varied roles in the wider society and many of them hold key positions of influence which direct the development of society in one way or the other. This way the alumni giving amazing support to the Alma mater has resulted in:

1. Guest Lectures and Training :

To the students where the alumni have visited and shared their rich and inspiring experiences creating awareness amongst them about the competitive world outside the campus. They not only are mentors or speakers but every single act of giving, no matter how big or small it seems definitely supports the institution.

2. Alumni Meetings / Reunions:

Alumni reunions are welcomed by some and dreaded by others. Either way a planned reunion can be a lot of fun and those who dreaded coming would also make it. Every year, the Alumni meets committee is responsible for holding the alumni meet. These are one such gathering where all the alumni are basked in this happy moment and proud to have their family and friends watching them. Such appreciation event is also complemented by presenting specially designed appreciation certificate and a souvenir quoting the developments happened so far. This would not have been possible without the active participation of our alumni which the institution would heartily thank them for.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Institution is one of the 07 educational institutions managed by 'Shiksha Mandal ' born from the Swadeshi Movement aiming to add value to education. G.S. College of Commerce & Economics Jabalpur (Autonomous) is a coveted center of higher education, strongly moored to its, vision "Creation of an educated and cultured new generation for the world of business and industry". Our Mission being "The creation of an educated and cultured new generation for the world of business and industry aims to add value to education. The Institution has strong leadership executed through a well-defined system and organisational structure. The Institution has the following committees to ensure proper management of academic, financial, and general administrative affairs:

- Governing Body
- Academic Council
- Board of Studies
- Financial Audit and Budget / Finance

Governing Body: The Governing Body is a statutory decision-making body headed by the Chairman, Shiksha Mandal, Madhya Pradesh Shiksha, Jabalpur. Its Secretary is the Principal of the Institution as an ex-officio member. The following members are nominated ---5 members by the Management, 2 members- teachers of the Institution by the Principal, 1 member- an educationist/ industrialist, 1 member by the UGC, 1 member by the State Government and 1 Member by the University. The Governing Body meets a minimum of twice a year .

Academic Council: The Academic Council is a statutory body headed by the Principal, comprising of all the Heads of Departments, 4 teachers of the Institution, experts/ academicians nominated by the Governing Body, University nominees and Member Secretary nominated by the Principal. It meets at least twice a year to discuss and approve the curriculum designed, teaching learning evaluation, and innovations proposed by various Boards of Study.

Board of Studies: Each Board of Studies comprises of the Head of the Department concerned as Chairman and members from the department, university, industry and meritorious alumnus nominated by the Principal. It meets biannually to review and update the syllabus and prepare the list of examiners.

Finance Committee :- The Chairman of the Finance Committee is the Principal of the Institution. In the Finance Committee, one person is nominated by the Governing Body, one senior teacher of the Institution is nominated by the Principal and the Finance officer (ex officio) of the University is the member. The Finance Committee acts as an advisory body to the Governing Body to consider the budget

estimate and audited accounts of the Institution.

Our college implemented NEP 2020. After admission, the admission committee conducts an orientation session where students learn about NEP. During the session class teacher guide students about projects, internships, open electives, majors, minors, and professional topics and much more. Students participate in innovative teaching methods and expand their knowledge.

The perspective plans of the institution encompass the following threats in the short and long term:

1. Curriculum development.
2. Student Capability Enhancement
3. Faculty Development
4. Institutions Responsibility
5. Environmental concern & Green institution
6. Research: Minor Research Projects funded through seed money
7. Infrastructure
8. Social responsibility and community presence

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College is managed by the Management, Principal, Staff Council, IQAC, Faculty Members, and Administrative Staff in addition to the Stakeholders who work together to carry out the Institution's vision and goal. The College is governed by the Governing Body. There are numerous committees and cells in the College, including the Autonomous Cell, IQAC, UGC Committee, Time Table Committee, Semester Cell, Grievance Redressal Committee, Library Committee, Sports Committee, Discipline and Anti-Ragging Committee, Placement Cell, Student Welfare and Staff Advisory Committee, NCC Committee, NSS Committee, Planning Board Committee, Purchase and Stock Verification Committee, Poor Boys Welfare Fund Committee, Cultural Committee, Women Empowerment Committee etc. In some committees, student representatives are included by the Principal. In order to carry out their tasks and obligations, all the key stakeholders of the College, including Management, the Governing Body, the

Principal, Teaching and Non-Teaching Staff, Parents, Students, and Alumni, operate in a democratic manner of governance. In order to provide effective participative administration, the institute has formed various committees that function under the Principal of the College. For Academic, Co-Curricular and Extra-Curricular Activities.

Functioning of the academic and other committees is as per the policies, rules and regulations of Madhya Pradesh Higher Education Department. Appointments of teaching faculty are as per UGC, Madhya Pradesh Vishwavidyalaya Anudan Ayog Adhiniyam 1956, and Madhya Pradesh Vishwavidyalaya Adhiniyam 1973 (College Code 28) rules. The institution has various policies viz IT Policy, Research Policy, Scholarship Policy for effective and efficient functioning of departments/activities.

The functioning of Institutional bodies is effective and efficient. The following case is an example for this:

Introduction of Certificate Programmes: With the changing scenario in the employment sector and in compliance with the suggestions of the NAAC Peer Team (Third Cycle), the Institution decided to introduce certificate programmes to provide better career opportunities and enhance the skills of the students.

The Institution introduced two certificate courses to enhance the skills of students.

(i) Certificate Programme in Banking Finance and Insurance (CPBFI) in 2019-20.

(ii) Certificate course in Financial Accounting with Tally (CCFAT) in 2021-22.

The first programme, CPBFI was started in 2019-20. The Institution planned the programme strategically.

A proposal in the College Council Meeting was placed and after arriving at a consensus a Faculty Member was appointed as the programme co-ordinator.

Programme Incharge Dr. Ashish Mishra discussed and finalised the proposal with Mr. Raja D Cruze (Officer In-charge: Bajaj Finserv) and finalised the MOU (Memorandum of Understanding).

This proposal /MOU and its syllabus was presented and discussed in the BOS meeting.

After the approval of BOS a copy of the MOU was forwarded to the Management- Prabhindh Mantri Shiksha Mandal, Jabalpur.

The Management took measures to provide necessary infrastructure (room with required furniture and IT teaching and learning tools)

The Librarian was asked to arrange library resources in consultation with the programme incharge.

Out Come:

The Management was proactive, and supportive us with the support of the management. The Institution was successful in introducing this relevant academic programme with the support of the management and

the active participation of the faculty.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: C. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution has a performance appraisal system for teaching and non teaching staff . At the end of the Academic year Annual Self Assessment of the Performance Based Appraisal System (PBAS) is provided to the faculty members ,which is duly filled by them and finally submitted to the Principal. The form is taken from teaching and non teaching staff in which the members mention the entire work task assigned to them and their performance during the year .

The Institution along with Shiksha Mandal over the years has undertaken a plethora of effective welfare measures for teaching and non-teaching staff members, providing them with ample scope for professional development/career progression.

The welfare activities are given below:

Karmchari Sahakari Sakh Samiti (Maryadit)- It is a registered body with 44 members. Membership is voluntary . Any employee of the Institution can become a member of the Samiti. The Samiti provides a loan of Rs 50,000, to members which is payable in 20 equal installments.

Housing: The Institution has limited staff quarters. Four non-teaching members have been provided free housing facilities inclusive of rent and electricity.

Uniform: Non-teaching class IV employees are given free-of-cost uniforms every year. Each third year they are also provided woolen coats.

Health Care:

- The Institution pays Rs 1000 as medical allowance to granted and non-granted permanent teaching and non-teaching staff every month.
- The Institution has signed an MOU with Pandey Hospital, Ghamapur, Jabalpur. As per the MOU Pandey Hospital provides the following medical facilities... -
- Free medical checkups for all employees.
- Concessional medical treatment for class IV employees and ambulance on call.
- Group Insurance : Teaching and non-teaching members appointed under granted category (18) and College Code 28 Code (14) are availing the benefits of group insurance.
- PF and ESI: 48 employees of the Institution of the non-granted category also avail the benefit of Provident Fund (PF) and Employees State Insurance (ESI)

Bonus:

- The Institution pays bonus to non- teaching staff members every year.

Samman Nidhi:

- On retirement /eath of an employee, Shiksha Mandal pays a fixed amount as Samman Nidhi to the employee / his /her successor.

Avenues for Career Development :

Promotion to teaching and non teaching staff as per UGC and MP Government rules.

Special leaves to faculty members to attend academic programmes, and research related work. .

Seed money for minor and short term research projects.

Organising training / orientation / faculty development programmes to enhance professional competence.

Financial Support / Benefit :

- Advance salary to the staff members in a situation of emergency.
- Free concession to children of staff members studying in the Institution.
- Financial support to the teaching staff to attend seminars/ conferences.
- Statutory Welfare Measures :
- Granted teaching and non-teaching staff have all benefits as per MP Government rules.
- Maternity leave and incentives as per government rules to women employees.
- Gratuity to grant in-aid employees.

Other Facilities and Benefits:

- Incentive to non-teaching employees once in a year by Shiksha Mandal.
- Distribution of Gifts on Deepawali to all employees by Shiksha Mandal.
- Free WiFi with domain email ID and password.
- Access to Library resources and one-line library database.
- Staff Vehicle Parking.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 5.88

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
1	0	0	6	4

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 23.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	10	7	00	00

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

The Management provides need-based financial support to the Institution. The following are the main sources of funding:

Fees from students.

Examination fees

State government aid for the salary of aided staff.

Contribution made by the alumni

Government Scholarships

Renting of the College infrastructure for conducting Government Exams and other exams

The Development Grant for Library Books

Construction of New Building, Research Projects etc. is also given by UGC, ICSSR time to time after submission of proposal and their acceptance.

Utilization of Funds

The purchase committee monitors the optimum utilization of funds for various recurring and non-recurring expenses. For purchasing of equipment, computers, books, etc., the purchase Committee gets price quotations from vendors and if the purchases are related to construction then it is managed by the management by calling tenders. Each item is purchased by comparing a minimum of three quotations received from different vendors. The Accounts department, the Principal, the finance, and the purchase committees all work together to make sure that the expenditure stays within the allocated budget.

Student fees are utilised for College development, non-grant faculty and staff salaries, student activities, and proper monitoring. For students, various academic and physical facilities are provided. Services in the areas of sports and libraries are improved. and IT infrastructure is increased. IT infrastructure is expanded for Optimal Utilization of resources

- College utilizes the funds in ICT improvement and equipment purchase
- Career development programmes, faculty empowerment programs for staff.
- Seed funding grants to promote research.
- To provide scholarships to economically poor students.

- Organizing Seminars/Endowments lectures, conferences, workshops, training programmes
- Career development programmes, faculty empowerment programmes to staff
-
- The college infrastructure utilized as an Examination Centre for Government examinations and University Examinations.
- The time-table committee looks after the proper utilization of classrooms and the Computer Lab.
- The Library Advisory Committee takes care that the resources in the library are utilized optimally
- Our garden is maintained by the garden development committee
- Fees received from research scholars.
- To ensure the optimum utilization of resources, the Principal issues directions.

Regular internal audits from the Chartered Accountant and external audits from the government make sure that the mobilization of the resources is being done properly.

File Description	Document
Upload any additional information	View Document

6.4.2

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

Response: 2444.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
431.62425	309.34406	513.6588	371.0385	818.38560

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The Institution is managed by Shiksha Mandal Madhya Pradesh Shakha, Jabalpur. This is a subsidiary of Shiksha Mandal Wardha, which was established in 1914 with the twin objectives of spreading nationalistic ideas and education among youth by providing quality education at an affordable cost.

The Institution focuses on continuous improvement of quality and sustenance of academics, research, faculty empowerment, student support and infrastructure. The major expenditure on infrastructure is funded by the Management.

The expenses are met by Government grants (UGC) and the fees collected. Some donations are also received from philanthropists through Shikha Mandal or directly.

Strategies for fund Mobilisation:

- UGC grant through MP Government is the main source of funds. Other sources are student fees, interest from banks on fixed deposits and rent received from conducting examinations such as MP PSC, UPSC etc.
- NCC and NSS receive unit funds from 1 MP ARTY REGT and Rani Durgavati Vishwavidyalaya, Jabalpur respectively.
- **Fund Utilisation:** The Institution has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the expansion of the Institute's infrastructure, development of academic processes, and maintenance of academic and physical facilities.

The annual budget preparation is a rigorous exercise wherein each and every department representative participates and discusses their requirements.

- The Institution has the liberty to spend funds granted under recurring heads. For the purchase/ Development of infrastructure the Principal needs the sanction / approval of the Management.
- The Management reviews budgets and provision is made for re- appropriation of funds in the periodic review.
- Additional funds are sanctioned by the Management if required.
- A record of the Utilisation of funds for the funds received from funding agencies is submitted as per the norms / guidelines of the scheme.

Financial audit is conducted by the certified Chartered Accountant every year to verify the compliance.

- Utilisation certificates are submitted to the respective agency.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

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

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

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

Response:

The IQAC contributes significantly in the overall functioning of the Institution. It monitors plans and executes strategies for quality enhancement and quality sustenance. Distinctive strategies are adopted for overall quality improvement in the campus. Two of them are given below:

1- Stakeholder Relation Management: True to its mission and vision, The Institution maintains good relations with the stakeholders like Students, Parents, Employees and alumni. The Institution also fosters constant collaboration with society and other secondary agencies which help our students to become good citizens.

- Regular feedback through meetings is the best source to get to know the aspirations and apprehensions of our stakeholder and follow up with appropriate action.
- Our Alumni act as mentors to the students, facilitators in classrooms and help by mobilising financial resources and organising awareness programmes. During 2022-23 a fire safety awareness programme was organised by our alumni Shri Romil Somaiyya.
- The Institution also engages various other collaborators like industries, non profit organisations, governmental agencies etc for grooming talent and for offering them opportunities to learn and help others.

2. Sustainability Initiatives: G. S. College has a comprehensive environmental policy that encompasses environmental protection, energy and water conservation and water segregation. Clean campus, green campus, campus biodiversity and plastic free campus initiatives are our main priorities.

- Labeling of trees, waste management, no plastic use campaign use of disposable biodegradable paper plates and other items in the canteen, segregation of waste at source, rain water management for ground water recharge are the main highlights of sustainable initiatives in the campus.
- To make our students aware of the sustainability issue, tree plantation with the student and employees is done inside/ outside the campus on various occasions.
- We have maintained a herbal garden in the campus, 'LED bulbs and Tube lights are used to conserve electricity.
- Classrooms are equipped with inverter bulbs in case of power cuts.
- For water conservation ground water re charge point (Bore well recharge) and water harvesting duct have been constructed.
- Commemoration of environment related days and organization of environmental awareness programmers are given great importance.

File Description	Document
Upload any additional information	View Document

6.5.2

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

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

Response:

The IQAC of the institution monitors, improves and maintains the academic quality. It also identifies and suggests creative teaching aids, develops suitable infrastructure and makes recommendations for new self-financing courses. IQAC serves as a powerful internal monitoring and coordination tool for administrators, teaching and non-teaching staff and support staff.

The practices institutionalized by IQAC are:

1. Student technical training
2. Student Soft skills development
3. Faculty development programs
4. Research and development
5. Encouraging teachers to apply to research organisations like UGC, ICSSR, ICHR, etc for funding of research projects
6. Introduction of Out Come Based Education (OBE)
7. Academic and Administration Audit (AAA)

Description of two practices adopted by the Institution

• ***Out Come Based Education (OBE)***

The College runs five academic programmes 1. Commerce 2. Management 3. Economics 4. Computer 5. Education. Under these programmes B.Com- Applied Economics, B.Com Tax, B.Com Computer Applications, B.Com Hon's, BBA, BCA, M.Com, MA (Economics), MA (HRA), and B.Ed courses are taught to the students. During the academic year 2022-23 the outcome of each programme and course was 100 percent

Learning includes recall of facts and basic concepts, explaining ideas or concepts, using the information in new situations, drawing connections between ideas, justifying the decision, producing new or original work. Using Bloom's taxonomy of learning, we evaluate the students meticulously in the examination. The learning outcomes of each course are clearly defined, observable, focus on skills, significant aspirational and they fit the scope of the learning activity and are limited in number. After evaluation of students in the class test, internal examination (CCE) and final examination results, course learning outcome (CO), program-specific outcomes (PSO), and program outcomes (PO) are calculated.

Academic and Administrative Audit (AAA)

The institution has a practice of conducting academic and administrative audit in alternate year. In the third cycle of accreditation period (2018-19 to 2022-23) first AAA was conducted in academic year 2018-19 and second in academic year 2021-22. Report submitted by the external academic auditors are forwarded to the chairman Governing Body, through the Principal of the College. The recommendations are discussed in academic forums and then implemented accordingly . In AAA 2021-22 recommendations were implemented in preceding academic year 2022-23

1. Introduction of new certificate courses
2. Faculty members were motivated to apply for short-term minor projects. Six projects were sanctioned through seed money
3. ERP proposal was initiated by the IQAC. It was approved by the management ERP installation process was completed in year 2023-24 and started functioning new financial year April 2024

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

1. Academic and Administrative Audit (AAA) and follow up action taken

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

Response: B. Any 4 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

College promotes women's empowerment via gender equity in education and an inclusive workforce culture. In our College both genders are treated equally and share almost equal opportunities. Our College believes that both genders are part and parcel of all work and therefore committees are formed keeping this in mind. Many women teachers are head of various committees and shoulder equal responsibilities. Committees to are formed keeping in mind gender ratio. In the B.Ed. Department 100% academic staff is of women. The B.Ed. library is headed by a woman. In the Administration department women are assigned individual work and the library too has employed a woman as an Assistant Librarian. Classes and sections too are formed keeping in mind the gender equity. In the Cultural, NSS, NCC, Sports and every other field of activity girls participate at par with boys. Women Cell is given responsibility to instill positive self-esteem and confidence in female students, spread awareness about the social, legal, and constitutional rights of women, and make them cognizant of different kinds of violence by organizing gender-centric awareness programs, self-defense training, and seminars on gender equity and division, perception, and sensitivity. In all competitions, function, webinars, seminars, workshops, industrial tours,

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

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

Response: C. Any 2 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response:

Response:

Solid waste management:

- The institution adopts the policy of waste management anchored in the principles of reuse, reduce and recycle.
- A standard operating procedure guides waste management.
- Measures taken are: Wet and dry solid waste collected through marked dustbins.
- Waste segregation is practiced diligently by collecting solid waste in colored dustbins,(green for organic or biodegradable, red for plastic / politeness / non-biodegradable)

Liquid Waste Management: The Institution has a proper mechanism for liquid waste management.

- The Liquid generated for canteen and washrooms is channeled into scientifically built underground drains / tanks.
- Bio medical waste management: This Institution does not have programmes which produce / Bio medical waste.
- E-waste Management: The Institution has an appropriate E-Waste management system.
- E-waste such as computer components, computer screens, hard disks, motherboards, mouse, keyboard etc. are collected and stored in a designated room.
- Proper inspection is done by the computer maintenance department under the supervision of purchase / stock verification committee.

- At periodical intervals waste is sold / auctioned.

Waste Recycling System:

- The green waste including tree leaves is recycled through the composting system and later it is used as manure.
- Burning of dry leaves and other biodegradable or non-bio degradable waste is forbidden in the campus.

Hazardous chemicals and Radioactive waste management:

This Institution does not have programmes requiring chemical laboratories or hazardous chemicals and radioactive waste to be managed.

File Description	Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: C. Any 2 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.5

Green campus initiatives include

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

Response:

The college has Green Campus initiatives include

1. RESTRICTED ENTRY OF AUTOMOBILES

The college encourages the staff and students to use the vehicles with pollution check stickers to reduce environmental pollution. Vendors are restricted to enter inside the college, campus using automobiles and are asked to park their vehicles in the entrance. The approach road from the main road and the roads within the campus are laid with tar road 20 feet width and separate markings are made for walking of pedestrians. The path from the main gate to the academic and administrative buildings has Pedestrian friendly foot paths.

1. USE OF BICYCLES

Students, who live near the college, are motivated to come to college by bicycle. This helps to protect the environment. This is also in the interest of the student as this improves their health. It makes the campus pollution-free.

PEDESTRIAN FRIENDLY PATHWAYS

Vehicle parking space is provided at the main entrance of the college campus. As the campus is vehicle free with some exceptions, students and staff experience comfort walking through the pedestrian friendly pathways. The internal roads are lined with trees and lights and they are properly maintained by the campus maintenance committee. The college has covered pathways for the benefit of students and faculty. The pathways are tiled and pedestrian friendly.

4. BAN ON USE OF PLASTIC

College celebrates World Environment Day on 5th June. Single-use plastic items such as plastic bottles, bags, spoons, straws and cups are banned completely and awareness is created among staff and students through orientation and display boards in the premises. To restrict the use of plastic, measures have been taken to replace plastic tea cups and glasses with plastic free glasses in the canteen. The staff and students are informed to use steel or copper water bottles instead of plastic bottles. Students and faculty take oath not to use paper covers or bags. Under Swachchh Bharat Abhiyan, students with NSS volunteers pledge to keep the campus free from polythene.

5. LANDSCAPING WITH TREES AND PLANTS

G.S. College organizes tree plantation program every year at the College Campus. Faculty and students take part in the Plantation programme. Students and staff enthusiastically initiate and participate in the tree plantation drives on the campus and also outside the campus. G.S. College has a beautiful landscape with mix of very old trees, middle aged trees, young trees or saplings and herbs and shrubs. The college gardens are well maintained through skilled and experienced persons. Plantation drive: Van Mahotsav is part of every year celebration, while on several other occasions saplings of many different varieties are planted. Students together with NSS volunteers actively participate.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

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

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

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

reading material, screen reading**Response:**

G. S. Commerce and Economics (Autonomous) College , Jabalpur ensures that the persons with disability enjoy the right to equality, life with dignity and respect for his or her integrity with others. The college takes steps to utilize the capacity of persons with disability by providing appropriate environment. The college has a policy of extending special care and maintaining hassle free environment for all the differently abled persons. The college has provided adequate infrastructure facilities such as ramps, wheel chairs for easy access to college infrastructure and learning resources for the differently abled persons and aged persons. The college has various amenities for the benefit of disabled persons such as ramps, wheel chair facility, disabled-friendly washrooms, easy assistive technology to easy access the online resources and computers and also institute provides scribes during the examinations.

1. Ramps Facilities

The college has a special facility of ramp and rails for the differently abled students. The ramp facility is provided at each and every building for each access to different departments and it can accommodate wheelchair users and battery operated vehicles.

2. Disabled Friendly Washrooms

Separate toilets are available for people with disabilities. They are clearly identifiable and accessible. The doors are wide enough and lockable from inside and releasable from outside. There is enough maneuvering space inside. Ground and first floor surfaces are slip resistant. Mirrors, flushing arrangements, dispensers mounted at appropriate heights. In college every building ground floor, both male and female wash room facility available for physically challenged people with appropriate sign boards.

3. Signage including tactile path, lights, display boards and signposts: The College campus has the necessary signposts.

4. Provision for enquiry and Information: College provides enquiry and other information to all the students through offline and online modes.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The College has adopted five villages. Surveys in all these villages were conducted during the year 2022-23. Also, a Literacy program was organized. The program created awareness about education, cleanliness, environment protection, and health. Many of our students come from rural areas and small towns. They belong to different religious backgrounds, and in the campus, no discrimination is made. Keeping in mind that India is a diverse country all efforts are made to promote a harmonious atmosphere at all times, Tolerance and harmony is created by celebrating festivals on the days given in the academic calendar, in both offline and online modes: Days celebrated are - Birsa Munda Jayanti (15th November), Sadbhavana diwas(3rd December), Gandhi Jayanti (2nd October), Ambedkar Jayanti(14th April), Teachers day(5th September), Yoga day(21st June) Independence day (15th August) Republic day(26th January).

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

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

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

Response:

Students and employees of the Institution are reminded of their constitutional obligations from time to time as per government instructions. The NCC and NSS units of our college organize many functions and hold many events that build patriotism in the students like lectures and awareness programs. Every right has a corresponding duty and this is explained to the students through street plays (Nukadh Natak) , Drama, Skits and Mimes. Creative writing and essay writing competitions are organized it sensitize the students to their constitutional obligations. To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing an effective, supportive, safe, accessible, and affordable learning environment. These elements are inculcated in the value system of the college community. The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The Institute conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc. involving students. The college establishes policies that reflect core values. Code of conduct is prepared for

students and staff and everyone should obey the conduct rules. The College create programs to teach pupils, their constitutional rights and obligations. The IQAC prepared an action plan to create and acquaint stakeholders with Fundamental Duties and Rights. On August 15, College celebrates Independence Day to highlight the constitutional spirit of liberty, equality, justice, and brotherhood.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

The College has two best practices:

1. Book Bank Scheme (Book Help)
2. Employee welfare Scheme.

(Details are given in college website : <https://www.gscollege.org/wp-content/uploads/2024/04/BestPracticesFile.pdf>)

Other than these above college also has following best practices:

- The college provide financial support to the students to continue their education and acquire their academic goals. The main objective of it is to benefit the students by providing fee concession so that they can continue their education and achieve their academic goals without any financial hurdles. This practice aims to provide financial support to financially weak students and those students who excel in sports. Faculty members are also extending financial support & Books to needy students who desire to be educated.
- The post-graduate students are provided practical experience by getting associated with Banks, corporate and small Industries. Its Objective is to assist banks, corporate and small Industries in their survey related to customer satisfaction and helping them to prepare their projects. The students are also getting working experience which is helpful to them in their future vocation.
- An assembly is organized every day to develop ethical values in the teachers & students and encourage the common brotherhood of man.
- Taking into consideration a healthy natural environment the college procures no compost and manure (Khad) for the large garden that needs constant maintenance. Natural waste (dead leaves and twigs, humus) is converted into compost in the college premises itself thereby leaving.

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:

- Keeping Gandhian Principles in view at all times the institution endeavors too priorities its

distinctiveness while maintaining its heritage.

- The institution is the oldest college of commerce in the Mahakaushal region established in 1948.
- It is the only institution in Madhya Pradesh that imparts Commerce education in both Hindi and English. Two separate shifts are allotted according to language.
- The institution has been the constituent college of RDVV ever since it was established.
- The institution is approved by RDVV as a research center of Commerce. The institute takes credit for the maximum Deans of Commerce who have served in Rani Durgawati over the years.
- It must be noted that 100% faculty serving in the institution are Ph.D holders.
- Most of the teachers of Commerce serving in other institutions near and around Jabalpur are the alumni of G. S. College.
- More than 150 practicing CAs in Jabalpur are the alumni of the institution.
- Many leading successful businessmen of Jabalpur are the alumni of the institution.
- Our institution is the first Private College in Madhya Pradesh which was accredited by NAAC in 2004.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institutional website shows details about the College, Management, Governing Body, Academic calendar, Department's Programmes/ Courses, syllabus, student facilities, IQAC, Alumni etc. The Institution to keep moored to its deep value systems and maintain the pace with development needs to meet the contemporary focus of the Institution and to ensure the true spirit of the National Education Policy in its curriculum.

Concluding Remarks :

Strategies:

1. Academics: Offering open elective courses as a part of NEP curriculum.

- Motivating the student to join certificate courses.
- Introducing new diploma courses by enriching and enhancing curriculum of certificate course.
- Concentrating / emphasising upon Outcome Based Education (OBE).

1. . ICT : Technology enabled teaching, Learning and Evaluation,

- Use of ERP in administration and support services.
- Training to teaching and office staff.
- Increasing smart class rooms.
- Motivating faculty members for e-lectures.

1. Research : Strengthening Research Centre.

- Integration of research with curriculum and local problems.
- Motivating faculty members to apply for research project and write research papers and publish them in UGC care journals.
- Sanction of more seed money for short term research on local area related issues.
- Organising National / International seminars on contemporary issues.

1. Community Presence :- Inculcating social responsibility and values:

- Focusing upon student related to rural area problems.
- Increasing awareness among villagers about health and hygiene environmental, awareness gender equity issues, rights and duties of a citizen through NCC, NSS and ELC.

1. Holistic Education : Nurturing and enhancing human potential by strengthening.

- Skill development programmes.
- MOU , with social and business organisation.
- Student and faculty development programmes.
- ICT enabled teaching, learning and administration.

1. Visibility: Culture of oneness, best learning experience and best practices.

-
- Regular meeting with stakeholders in decision making.

Best learning experience and best practices through :

- Motivation
- Mentoring
- Value based and ethical work culture.

The institution has been appropriately responding to the contemporary needs. It has adapted itself to fulfill the aspirations of the youth and achieve the vision and mission of the institution, continuous efforts have been made to ensure that all the details pertaining to the academic and administrative matters are available to all stakeholders.

A proactive management, dedicated staff with an aptitude for innovation, focussed student, responsible parents, enthusiastic alumni and responsive local community are the indestructible strengths .

