

College Name : 1701, Govt Arts and Science College, Ratlam

Submit Status : **Submitted**

Academic and Administrative Audit (AAA) - 2023 (कुल प्राप्तांक : 502/1000)

Section: Passage

क्रमांक	विवरण	प्राप्तांक
1.	<p>Write an introductory passage about the institution showcasing the ambience, highlights, growth and achievements since the time of establishment to date. (1000 Words) Government Arts and Science College, Ratlam is a prominent centre of learning and research in the entire district as well as in the jurisdiction of the Vikram university, Ujjain. situated in the historical city of Ratlam, the institution, right from its inception has fed on the rich human, cultural, literary and scientific values embedded in the soils and the streams of malwa, the heart and the most ancient region of Aryavarta, redolent of Kalidas, Bhoj and Varahmihir. Government college, Ratlam was originally designed as a school building. in the early fifties it rose to the stature of an inter collage and in the late fifties along with the making of Madhya Pradesh, it came into being as degree college. in 1962 the knowledge hungry students and the disciplined peace loving citizens staged a historic agitation and the college attained the position of a post graduate college. govt. post graduate college become a name. Students from the tribal area, dwelling in the hills of Bajna and in the valley of the river Mahi, flowing perennially through the rural pockets of the district and the urban sections of Ratlam with their tints and colours, beliefs and traditions make a strange chiaroscuro. it is this motley tribal rural and urban population of the district that dream and aspire higher education or its grown-up sons and daughters and send them to the govt. post graduate college of arts and science, Ratlam. Most of the students keep up the dreams and aspirations of their parents. they struggle for the light and the light reaches them. The college is distinguished in entire for entire region for the best examination results and achievements of its students in the field of sports, NSS and NCC it is no small achievement of students, parents, teachers and institution, if students placed in circumstances adverse, terrible and grim, by dint of their genius emerge to hold high positions in the different areas of life and community. government post graduate college of arts and science is proud of the fact that it has produced excellent statesmen, administrators, judges, scientists, journalists and writers. Government Arts And Science college, Ratlam has gained recognition in this region for the professional honesty and competence of the faculty members. seventy-four posts of teachers have been sanctioned to this college. at present 45 regular teacher are working. guest faculty temporarily serves remaining vacant posts. to assist the administration and teaching staff, 46 non-teaching employees have been working in this college. the annual budget of this college is more than 2 crore rupees. the unit cost of college education is about 5850 Rs per student. The college has a very rich library containing more than 80,000 books on various subjects. it subscribes a good number of magazines and newspapers. in future, it intends to purchase more systems and plans to computerize the entire functioning of the institution including the office and the library.</p>	-

Section 1: Curricular aspects (प्राप्तांक : 104/160)

क्रमांक	विवरण	प्राप्तांक																												
1.	<p><b>Do the HEI have an academic calendar?</b></p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b></p> <p><b>1. Copy of academic calendar</b></p> <p><b>2. Timetable for the year</b></p>	5																												
2, 3, 4.	<p><b>Give the details of % of students enrolled against the seats in each category.</b></p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Program</th> <th>NoSeats</th> <th>NoEnrollment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B.A.</td> <td>750</td> <td>750</td> </tr> <tr> <td>2</td> <td>M. A.</td> <td>580</td> <td>580</td> </tr> <tr> <td>3</td> <td>M. S. W.</td> <td>50</td> <td>49</td> </tr> <tr> <td>4</td> <td>M. Sc.</td> <td>420</td> <td>402</td> </tr> <tr> <td>5</td> <td>B.Sc.</td> <td>945</td> <td>727</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>2745</b></td> <td><b>2508 (91%)</b></td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b></p> <p><b>3. List and details of programs/courses and subjects</b></p> <p><b>4. Seat Confirmation certificate (Sanctioned Seat)</b></p> <p><b>5. Admission list duly signed by the Principal</b></p>	S.No	Program	NoSeats	NoEnrollment	1	B.A.	750	750	2	M. A.	580	580	3	M. S. W.	50	49	4	M. Sc.	420	402	5	B.Sc.	945	727		<b>Total</b>	<b>2745</b>	<b>2508 (91%)</b>	2: 5 3: 5 4: 4
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	<b>Total</b>	<b>2745</b>	<b>2508 (91%)</b>																											
5.	<p><b>Give the number of courses in which CBCS / Elective Courses is implemented in the HEIs under NEP-20</b></p> <p><b>39</b></p> <p><b>Documents to be uploaded as evidence</b></p> <p><b>6. List of courses and curriculum design of CBCS / Elective courses</b></p> <p><b>7. Ratio of CBCS / Elective courses against the total courses offered</b></p>	10																												
6.	<p><b>Give the number of Value added/ certificate/ diploma/ add-on courses offered including online MOOC programs like SWAYAM, and NPTEL offered with more than 30 contact hours in last 5 years under various programs?</b></p> <p><b>13</b></p> <p><b>Documents to be uploaded as evidence</b></p> <p><b>8. List of courses and curriculum design of Certificate courses</b></p> <p><b>9. Ratio of certificate or add-on courses against total number of courses offered</b></p>	10																												
7.	<p><b>Percentage of students enrolled in certificate, Add on/value-added, MOOC like SWAYAM, NPTEL.</b></p> <p><input type="radio"/> Yes - More than 30% <input type="radio"/> Yes - 20-30% <input type="radio"/> Yes - Less than 20% <input checked="" type="radio"/> Yes - Less than 10%</p> <p><b>Documents to be uploaded as evidence</b></p> <p><b>10. List of students enrolled in courses.</b></p>	0																												
8.	<p><b>Number of vocational courses running in college.</b></p> <p><input checked="" type="radio"/> Yes - More than 5 <input type="radio"/> Yes - 3-5 <input type="radio"/> Yes - 1-3 <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b></p>	5																												

क्रमांक	विवरण	प्राप्तांक										
	label class="col-md-12 control-label"> 11. List of courses and Syllabus.											
9.	<p>Number of students registered and number of students who completed course and SWAYAM &amp; NPTEL</p> <p>Registered <input type="text" value="120"/></p> <p>Completed <input type="text" value="120"/></p> <p>Documents to be uploaded as evidence</p> <p>12. List of no of students with topic name</p>	5										
10.	<p>Percentage of students undertaking project work/field work/internship/apprenticeship/community engagement.</p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Students Projectwork</th> <th>Students Fieldwork</th> <th>Students Internship</th> <th>Students Apprenticeship</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2398</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Documents to be uploaded as evidence</p> <p>13. Notice</p> <p>14. Attendance sheet</p>	S.No	Students Projectwork	Students Fieldwork	Students Internship	Students Apprenticeship	1	2398	0	0	0	10
S.No	Students Projectwork	Students Fieldwork	Students Internship	Students Apprenticeship								
1	2398	0	0	0								
11.	<p>(A) Which are the most popular add-on/certificate courses offered? (B) Courses where there are 60% or more students against the planned seats.</p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Add On Courses</th> <th>Duration</th> <th>No. of Seats</th> <th>No. of Enrollment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Documents to be uploaded as evidence</p> <p>10. List of courses and curriculum</p> <p>11. Ratio of popular courses against the total certificate / add-on courses offered</p>	S.No	Add On Courses	Duration	No. of Seats	No. of Enrollment	1	0	0	0	0	0
S.No	Add On Courses	Duration	No. of Seats	No. of Enrollment								
1	0	0	0	0								
12.	<p>How many courses are offered that include experiential learning through project work/field work/internship during last five years?</p> <p>357</p> <p>Documents to be uploaded as evidence</p> <p>12. List of courses and curriculum</p> <p>13. Ratio of courses with experiential learning against total number of courses</p>	10										
13.	<p>How many MoUs does the HEI have with organisation/industry/NGOs for internship/ projects/Job oriented courses /skill training?</p> <p>31</p> <p>Documents to be uploaded as evidence</p> <p>14. List of MoUs and details of duration , purpose and activities under the MoUs</p>	5										
14.	<p>Is there a formal mechanism for taking feedback from students and parents on their satisfaction in academic practices of the HEI?</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>Documents to be uploaded as evidence</p> <p>15. Survey questionnaires and collected data</p>	5										

क्रमांक	विवरण	प्राप्तांक
15.	<p>Is the feedback received from above mechanism analysed for taking corrective actions?</p> <p><input checked="" type="radio"/> Yes   <input type="radio"/> No</p> <p>Documents to be uploaded as evidence 16. Reports developed in the past</p>	5
16.	<p>Give the Number of Student Development Programmes organized during last 5years in form of Lectures/ workshop/ training.</p> <p>5</p> <p>Documents to be uploaded as evidence 17. Brochures, Event Summary, Photos</p>	2
17.	<p>Did the HEI conduct SWOC analysis in every academic session</p> <p><input type="radio"/> Yes - Every Year   <input type="radio"/> Yes - Once in Two Years   <input checked="" type="radio"/> Yes - Once in Every 5 Years   <input type="radio"/> No</p> <p>Documents to be uploaded as evidence 18. Details of SWOC analysis with action plan for improvement.</p>	3
18.	<p>How are cross-cutting issues (Gender equity, Professional ethics, Human values, Environment and Sustainability) incorporated into the curriculum?</p> <p>1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum Govt. Arts and Science College, Ratlam is a premier government college in Ratlam, Madhya Pradesh, India offering undergraduate and postgraduate programs in a variety of arts and science disciplines. The college is known for its high academic standards and its commitment to providing students with a well-rounded education.</p> <p>Human values: At Govt. Arts and Science College, Ratlam, students learn about human values abundantly through the syllabus of literature, history, and philosophy along with some topics in other subjects. The college also encourages students to participate in community service projects and other initiatives that promote empathy, compassion, and social responsibility.</p> <p>Environment and Sustainability: Govt. Arts and Science College, Ratlam is committed to raise awareness about environmental issues and promoting sustainable practices. The college offers add-on courses on Sustainable Development Goals across disciplines, also organizes special events as Ankur Abhiyan to promote environmental consciousness with increasing awareness through the Eco Club, the Herbal Garden.</p> <p>Govt. Arts and Science College, Ratlam is committed to educate students about sustainable development and prepare them to contribute to a sustainable future. The college offers sustainability-focused electives and encourages students to incorporate sustainability principles into their projects and research activities. The college also has a number of initiatives in place to promote sustainability on campus, such as the Energy Literacy Programme and Conferences on Sustainability.</p> <p>Gender: Govt. Arts and Science College, Ratlam is committed to promoting gender equality and women's empowerment. The college offers gender studies as a core component in social science courses and in literature also to some extent. Seminars and talks on gender-related issues are organized regularly along with a number of initiatives to support female students like Global Women Breakfast and Self-defense Trainings on Gender-Related Issues.</p> <p>Professional Ethics: At Govt. Arts and Science College,</p>	-

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	<p>Ratlam, students learn about professional ethics through the part of their Syllabus, guest lectures by experts, seminars and conferences. The college also emphasizes the importance of ethical decision-making and responsible behaviour in all aspects of academic and professional life. Integrating crosscutting issues:For example, faculty members are encouraged to discuss crosscutting issues in their classes, and students are inspired to choose research topics that are relevant to crosscutting issues. The college also has a number of crosscutting issue-focused clubs and organizations, such as the Eco Club, the Women Empowerment Cell, and the Human Rights Cell. Overall, Govt. Arts and Science College, Ratlam is committed to provide students with education that includes concerning focus specifically on crosscutting issues. The college believes that it is important for the students to be aware of the challenges for society today and to prepare themselves to contribute for a better future. Govt. Arts and Science College, Ratlam is committed to provide students with an education that prepares them to be informed and engaged citizens in a rapidly changing world. This focus of the institute aligns it with the education of crosscutting issues.</p> <p>Documents to be uploaded as evidence 25.Copy of academic calendar,Portions of syllabus where cross cutting issues are addressed</p>	
19.	<p>Initiatives taken by the college for Cross-Cutting Issues(Seminars,Guest lectures,debates,selfdefence camps,Themebased painting competition etc). 4</p> <p>Documents to be uploaded as evidence 26.List of activities on all 4 cross-cutting issues, New course, Add on Certificate</p>	0
20.	<p>Has the HEI Collected Teacher, Employer, and Alumni feedback</p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>Documents to be uploaded as evidence 27.Sample copies of the feedback,ATR,Analysis of feedback,Website etc.</p>	15
21.	<p>Any specific curricular aspect of the HEI which might considered as best practice maybe highlighted?</p> <p>Government Arts and Science College has initiated many innovative measures in teaching-learning and holistic development for students. In addition to conventional chalk-board and lecture method, interactive boards are also used in teaching. Self-learning through ICT is encouraged. In the beginning of sessions induction programme is conducted to orient and gear-up students for their prospective career. Job-oriented projects are mandatory for all the out-going classes. Academic processes in the College are streamlined, with timetables, workload and other administrative task prepared well in advance of the new teaching session. Experimental learning through internship projects and industrial visits adds the weightage to the curriculum. Institution integrates cross cutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum.</p> <p>Value Addition in curriculum Our college is one of the few college that offers some certificate courses through short term employment oriented courses. The courses help the students in their skill development and prepare them for the professional world. MOU signed with IPCA and other Firms for providing training and consulting services, skill development training to our students. Eco club promotes environmental awareness through</p>	-

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	<p>plantation and production of vermi compost on the other hand human Values and professional ethics are also imparted through NSS. Channel for communication with different stakeholders are kept warm by responding to diverse needs.</p> <p>Expected Learning Outcome from the modified curriculum or related practices The current revised curriculum prepared by the Higher Education Department, Government of Madhya Pradesh is employment oriented. Students employability skills, student centric teaching and learning practices are being followed for effective curriculum delivery. So that students may enhance confidence and motivation for personality and skill development. Workshop for NET and SET preparation, training to produce vermi compost are some other activities of the College.</p> <p>Employability enhancement through this new curriculum. The Vision, Mission and Objectives of the institution are kept in mind while transacting with the Curriculum. The industry expects the graduates to be well prepared and equipped with the necessary skills. Other factors like communication skills good personality and soft skills play significant role in the employability success rate. The principle and concept of the practice of employability enhancement skill is to inculcate communication skills soft skills and domain specific technical skills as per expectation of industries. So the institute has taken the initiative to bridge a gap between the industry expectation from fresh graduates and graduate attributes acquired after undergoing new curriculum.</p>	

## Section 2 : Teaching- Learning and Evaluation (प्राप्तांक : 58/190)

क्रमांक	विवरण	प्राप्तांक																																																																						
1.	<p>Give the Category wise Students profile in the HEI last 5 years against the sanctioned seats?</p> <table border="1"> <thead> <tr> <th rowspan="2">S.No</th> <th rowspan="2">Category</th> <th colspan="2">Year 2017-18</th> <th colspan="2">Year 2018-19</th> <th colspan="2">Year 2019-20</th> <th colspan="2">Year 2020-21</th> <th colspan="2">Year 2021-22</th> </tr> <tr> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>General</td> <td>259</td> <td>338</td> <td>265</td> <td>355</td> <td>272</td> <td>376</td> <td>336</td> <td>470</td> <td>381</td> <td>619</td> </tr> <tr> <td>2</td> <td>OBC</td> <td>593</td> <td>360</td> <td>572</td> <td>416</td> <td>564</td> <td>469</td> <td>646</td> <td>576</td> <td>822</td> <td>746</td> </tr> <tr> <td>3</td> <td>SC</td> <td>314</td> <td>149</td> <td>367</td> <td>181</td> <td>408</td> <td>231</td> <td>446</td> <td>258</td> <td>508</td> <td>314</td> </tr> <tr> <td>4</td> <td>ST</td> <td>991</td> <td>343</td> <td>1030</td> <td>377</td> <td>1167</td> <td>462</td> <td>1268</td> <td>550</td> <td>1340</td> <td>629</td> </tr> </tbody> </table> <p>*M-Male, *F-Female Documents to be uploaded as evidence 1. Number of students admitted under each category (List duly signed by the Principal)</p>	S.No	Category	Year 2017-18		Year 2018-19		Year 2019-20		Year 2020-21		Year 2021-22		M	F	M	F	M	F	M	F	M	F	1	General	259	338	265	355	272	376	336	470	381	619	2	OBC	593	360	572	416	564	469	646	576	822	746	3	SC	314	149	367	181	408	231	446	258	508	314	4	ST	991	343	1030	377	1167	462	1268	550	1340	629	5
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2.	Profile of all faculty members of the institution, gender-wise, caste-wise and qualification wise(including guest faculty)	5																																																																						

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	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="7"><b>Sanctioned Position</b></td> </tr> <tr> <td colspan="5"><b>Teaching faculty</b></td> <td rowspan="2"><b>Non-teaching staff</b></td> <td rowspan="2"><b>Technical staff</b></td> </tr> <tr> <td><b>Professor</b></td> <td><b>Associate Professor</b></td> <td><b>Assistant Professor</b></td> <td></td> <td></td> </tr> <tr> <td>16</td> <td>6</td> <td>49</td> <td></td> <td></td> <td>20</td> <td>23</td> </tr> <tr> <td colspan="7"><b>Working Position</b></td> </tr> <tr> <td colspan="5"><b>Teaching faculty</b></td> <td rowspan="2"><b>Non-teaching staff</b></td> <td rowspan="2"><b>Technical staff</b></td> </tr> <tr> <td><b>Professor</b></td> <td><b>Associate Professor</b></td> <td><b>Assistant Professor</b></td> <td><b>Guest Faculty</b></td> <td><b>Guest Faculty - Janbhagidari</b></td> </tr> <tr> <td>11</td> <td>6</td> <td>40</td> <td>11</td> <td>8</td> <td>20</td> <td>23</td> </tr> </table> <p><b>Teaching Staff Working Percentage : 107%</b>  <b>Documents to be uploaded as evidence</b>  <b>2. Number of faculty members</b></p>	<b>Sanctioned Position</b>							<b>Teaching faculty</b>					<b>Non-teaching staff</b>	<b>Technical staff</b>	<b>Professor</b>	<b>Associate Professor</b>	<b>Assistant Professor</b>			16	6	49			20	23	<b>Working Position</b>							<b>Teaching faculty</b>					<b>Non-teaching staff</b>	<b>Technical staff</b>	<b>Professor</b>	<b>Associate Professor</b>	<b>Assistant Professor</b>	<b>Guest Faculty</b>	<b>Guest Faculty - Janbhagidari</b>	11	6	40	11	8	20	23	
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3.	<p><b>What is the faculty members : student ratio in the HEI?</b>  <b>57 : 1</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>3. Total number of faculty members against students (Teachers will include guest faculty who have worked for one complete academic session)</b></p>	2																																																				
4.	<p><b>Does your HEI conduct remedial classes for weaker students? If yes, how many classes were conducted and how many students have been benefited</b>  <b>Total No. of classes 0</b>  <b>Total No. of student 0</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>4. Details of subjects , number of classes , duration , number of students who attended , any special feature of the remedial classes at the HEI</b></p>	0																																																				
5.	<p><b>Highest qualification of faculty members(Please mention no.of teaching staff)</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>S.No</th> <th>Ph.D.</th> <th>NET/SLET</th> <th>Ph.D.with NET/SLET</th> <th>D.Lit</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>52</td> <td>10</td> <td>8</td> <td>0</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b>  <b>6.Certificates.</b></p>	S.No	Ph.D.	NET/SLET	Ph.D.with NET/SLET	D.Lit	1	52	10	8	0	10																																										
S.No	Ph.D.	NET/SLET	Ph.D.with NET/SLET	D.Lit																																																		
1	52	10	8	0																																																		
6.	<p><b>Do the teachers of HEI use ICT based tools (smart/interactive boards, computer labs, google meet/google classroom / zoom/MS Team/Cisco WebEx) for teaching? Name them.</b></p> <p> <input type="radio"/> Yes - Use all interactive boards/smart classes, online tools and e modules for assessment         <input type="radio"/> Yes - Use only Online Tools         <input type="radio"/> Yes - Use only e-modules for assessment         <input checked="" type="radio"/> Yes - Use only smart classes/interactive boards         <input type="radio"/> No       </p>	5																																																				

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	<p>Documents to be uploaded as evidence 5. Details of tools use and number of courses for which these were used</p>	
7.	<p>How does the college ensure Outcome Based Education 1. Assessment of curriculum and needs 2. Defining outcomes 3. Collaboration 4. Mapping outcomes with subsets 5. Defining contributions from assessments and results 6. Feedback and continuous evaluation</p>	-
8.	<p>Does the college have a policy for Learning Outcomes (PO, CO, PSOS) &amp; their attainment? The Government Arts and Science College, Ratlam (GASC) is committed towards academic excellence and a transparent sharing of the progression with the students and the faculty members. This is evident through the comprehensive articulation and display of Programme Outcomes (POs) and Course Outcomes (COs) of the college. As the annual system was resumed and in the year 2018-19 UG II became a part of this and in the following session i.e. 2019-20 UG III year was also conducted under annual system the Learning outcomes were designed accordingly. Similarly, the system under NEP20 was implemented for UG I year in the session 2021-22 and UG II year in the session 2022-23 affecting the preparation of POs and COs for the above. The display of POs and COs is important because they are reviewed as and when there is any change in the curriculum and syllabus of the programmes offered by the institute. It is ensured that students, faculty, and other stakeholders are made aware of the academic goals. This helps to ensure that everyone is working towards the same objectives and that students are getting the best possible education. The institution is conscious of the background most of its students come from hence the POs and COs are brought out accordingly. The POs and COs are displayed on college notice boards. These notice boards are located at the key areas of the campus, such as the library and college notice boards. A snapshot of the POs for all programs, ensuring that students, faculty, and visitors is displayed to remind constantly of the academic goals of the institute. POs and COs are also displayed on departmental notice boards. This allows students and faculty to easily access the information they need being associated with a particular discipline. The central library is another place where students and faculty can find information about the college's POs and COs. The library has a dedicated section where these outcomes are displayed. The college website is another important source of information about POs and COs. The website has a dedicated section where these outcomes are listed for each course and program. This allows prospective students and general public to access this information easily. Annual magazine of the college also includes information about its POs and COs. The magazine is a publication that chronicles the significant events on the campus, achievements, and milestones. By including information about POs and COs in the magazine, the college emphasizes its commitment to academic excellence. Finally, GASC shares its POs and COs with its Alumni Association. This ensures that past students are kept abreast of evolving academic standards. It also opens avenues for alumni to contribute through mentorship, feedback, or other forms of support. The display of POs and COs is an important part of the commitment of the institute to transparency and academic excellence. By making this information available to all stakeholders, the college is ensuring that everyone is working towards the same goals.</p> <p>9. Sample of some attainment tools used (At least 10 students). 10. Sample of learning outcomes.</p>	-

क्रमांक	विवरण	प्राप्तांक
9.	<p>How does the HEI identify Slow and Advanced Learners? What are the strategies for slow and advanced learners (other than remedial classes)</p> <p>Slow Learners. Extra time in time. table. Make up and. demonstration. classes. Additional. Assignments. Supply of question. bank. Personal attention. and counselling. Advanced. Learners. Advanced. assignments or. tasks. Contribution in. questionnaire. preparation and. case studies and. team building. activities. Encouragement to.</p> <p>11.Time table, Mechanism for identification of Slow and advanced learners</p>	-
10.	<p>What are Teaching-Learning initiatives undertaken by HEI for Experiential learning community service, lectures by students etc.</p> <p>Documents to be uploaded as evidence</p> <p>12.list of activities of Experiential learning, Report, and Photos related to activities</p>	-
11.	<p>List of activities performed by different departments for Participative Learning</p> <p>1. Group Discussion 2. Laboratory Experiments</p> <p>Documents to be uploaded as evidence</p> <p>13.Photos of activities of different participative learning, attendance</p>	-
12.	<p>Highlight the Student Centric Method of Problem-solving used by HEI</p> <p>Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting besides oral presenting methods. Lecture method: This conventional method is commonly adopted by all teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners. Interactive method: The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, discussion, and questions and answers on current affairs Departments provide an effective platform for students to develop the latest skills, knowledge, attitude, values to shape their behaviour in the correct manner. The department conducts innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning. The department Implements student-centric methods of enhancing the lifelong learning skills of students.</p> <p>Documents to be uploaded as evidence</p> <p>14.List of Projects of problem-solving methods, List of students</p>	-
13.	<p>Is there a formal Guardian/Tutor program in the HEIs? What is the Guardian : Mentee ratio.?</p> <p><input type="radio"/> Yes - With less than 1:10      <input type="radio"/> Yes - With ratio 1:10      <input checked="" type="radio"/> Yes - With a ratio more than 1:10      <input type="radio"/> No</p> <p>Documents to be uploaded as evidence</p> <p>6. Details of activities under the program</p>	2

क्रमांक	विवरण	प्राप्तांक
14.	<p><b>Are there well-defined learning outcomes set and fulfilled for a program / course?</b></p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b>  <b>7. Give samples of courses with well-defined learning outcomes</b></p>	5
15.	<p><b>What are the evaluation techniques employed by the HEI for Internal Assessments?</b></p> <p><input checked="" type="checkbox"/> CCE (Mention types)      <input checked="" type="checkbox"/> Solving previous year question papers      <input checked="" type="checkbox"/> Display and discussions of answer sheet      <input checked="" type="checkbox"/> Discussion of question paper in class      <input type="checkbox"/> Pre-University exam</p> <p><b>Documents to be uploaded as evidence</b>  <b>8. Samples of all above assessments</b></p>	8
16.	<p><b>Are the question papers for CCE mapped for blooms taxonomy yes the question papers of our institution for CCE mapped for blooms taxonomy which is based on the idea that learning is a sequential process. It consists of 6 levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>18. Qustion Paper Mapping</b></p>	-
17.	<p><b>Give details of beyond syllabus scholarly activities like book reviews, intercollege or interstate quizzes, essay competitions etc.</b></p> <p><input type="checkbox"/> Books reviews      <input checked="" type="checkbox"/> Intercollege quizzes      <input type="checkbox"/> Interstate quizzes      <input checked="" type="checkbox"/> Essay competitions</p> <p><b>Documents to be uploaded as evidence</b>  <b>9. Details of activities in form of concept. participation details, event summaries</b></p>	5
18.	<p><b>Does the use HEI use E-learning modules?</b></p> <p><input type="radio"/> Yes - Self developed e-modules by faculty members      <input type="radio"/> Yes - E-modules available on open sources      <input checked="" type="radio"/> Yes - PPTs developed by the faculty members      <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b>  <b>11. Details of modules , URL, clippings if any specific</b></p>	1
19.	<p><b>Has faculty members designed any type of E-content / e0study material like PPTs, PDF Notes etc.?</b></p> <p><input checked="" type="radio"/> Yes - More than 5 modules      <input type="radio"/> Yes - 5 modules      <input type="radio"/> Yes - Less then 3 modules      <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b>  <b>12. List and details of sample modules</b></p>	10
20.	<p><b>Is there any different pedagogy employed in teaching &amp; learning other than the traditional methods at your HEI ?</b></p>	-

क्रमांक	विवरण	प्राप्तांक
	<p>Give details of the new /different pedagogy in 250 words, describing the unique features comparison with traditional pedagogy and envisaged impact, provide design of pedagogy, details of tools used, feedback from students, evidences for improvement or impact</p> <p>Now a days due to advanced communication technologies online learning is an effective option both for the students and teachers as well as the college administrators. Class wise Whats App groups were formed of all students. Students got information of offline class time table through Whatsapp groups of their class. Listed below are some of the methods used for online teaching Presentations through Google slides, Microsoft power point. Use of online white boards allow the faculty to digitize the content created, hence allowing to share again the content. Live online classes by using video conferencing tools. Faculty can connect and communicate with students to Pre recorded video lectures. Blended learning, hybrid learning, flipped learning. Webinars, Online expert lectures for advanced learners Online remedial classes for slow learners . Faculty shared notes, e contents, study materials, videos, ppt. etc. with students through WhatsApp groups.</p> <p><b>Envisaged impact of new / different pedagogy</b> Our college is located in tribal belt of MP, most of our students lives in near by villages. They have issues with network and similar. On the basis of resources of our students , needs and in accordance with university and rules of Higher Education Department MP, we were successfully helping our students to learn . We have a learning management system ,which makes the process systematic. IQAC always take effort to understand the difficulties with the sudden change of the learning platform and help them to come up with more enthusiasm and confidence.</p> <p><b>Documents to be uploaded as evidence</b> 13. Evidences for improvement / impact.</p>	

### Section 3: Research activities and community services (प्राप्तांक : 90/145)

क्रमांक	विवरण	प्राप्तांक																
1.	<p>Give details of various research projects and endowments received by the HEI during the last 5 years</p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Name of Project</th> <th>Funding Organisation</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>MPHEQIP Academic Execlance</td> <td>RUSA</td> <td>150000.00</td> </tr> <tr> <td>2</td> <td>Synthesis of Benzofuran Derivatives and their Photochemical Study</td> <td>UGC Central Regional Office, Bhopal</td> <td>410000.00</td> </tr> <tr> <td>3</td> <td>Vaishvikaran Social Media evam Hindi ki Bhashik Sthiti</td> <td>UGC Central Regional Office, Bhopal</td> <td>188600.00</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b> 1. Details of status, funding organisations, amount of funds available?</p>	S.No	Name of Project	Funding Organisation	Amount	1	MPHEQIP Academic Execlance	RUSA	150000.00	2	Synthesis of Benzofuran Derivatives and their Photochemical Study	UGC Central Regional Office, Bhopal	410000.00	3	Vaishvikaran Social Media evam Hindi ki Bhashik Sthiti	UGC Central Regional Office, Bhopal	188600.00	5
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3	Vaishvikaran Social Media evam Hindi ki Bhashik Sthiti	UGC Central Regional Office, Bhopal	188600.00															
2.	<p>Grants received from Govt. and non Govt. agencies for research /endowments.</p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Nature Of Grant</th> <th>Organisation</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Government</td> <td>RUSA UGC</td> <td>748600.00</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b></p>	S.No	Nature Of Grant	Organisation	Amount	1	Government	RUSA UGC	748600.00	10								
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1	Government	RUSA UGC	748600.00															

क्रमांक	विवरण	प्राप्तांक
	<p>2. Details of status, funding organisations, amount of funds available?</p> <p>3. Audit report</p>	
3.	<p>Percentage of teachers registered as Research Supervisors.</p> <p><input type="radio"/> Yes - More than 50%   <input type="radio"/> Yes - 40-50%   <input type="radio"/> Yes - 30-40%   <input checked="" type="radio"/> Yes - Less than 30%</p> <p>Documents to be uploaded as evidence label class="col-md-12 control-label"&gt; 4. List with order from pertaining to approvals as research supervisors.</p>	3
4.	<p>Give details of Seminars/conferences/workshops on Research Methodology, IPR, and Entrepreneurship conducted by the HEI during the last five years?</p> <p>28</p> <p>Documents to be uploaded as evidence 2. Brochures, event plan, event summary</p>	10
5.	<p>Has the institution created an ecosystem for innovation and for strengthening the Indian knowledge system (Idea house, subjects or sessions on IKS, Incubation center) In a pursuit to foster environmental consciousness and promote sustainable practices, Government Arts and Science College, Ratlam, has taken a commendable step by establishing a Herbal Garden on its campus. This innovative initiative not only contributes to biodiversity conservation but also serves as an exemplary model for education, community engagement, and ecological sustainability. Aim 1. Establish a diverse herbal garden with medicinal and aromatic plants on the college premises, including <i>Tinosporacordifolia</i> (Giloy), <i>Abutilon indicum</i>, <i>Cassia tora</i>, <i>Phyllanthusneruri</i> (BhuiAmla), <i>Calotropisgigantea</i>, <i>Tridaxprocumbens</i>, <i>Cassia fistula</i>, <i>Cissusquadrangularis</i>, <i>Tribulusterestris</i>, and many others. 2. Create awareness among UG and PG Botany students about the botanical, vernacular, and family names of medicinal plants, along with their uses. 3. Popularize the use of local medicinal plants, preserving associated traditional knowledge TK sustainably.</p> <p>Documents to be uploaded as evidence 7.Notices, Brochures, event plans, reports, photos of centers, activities, policies &amp; events dedicated to IKS, boot camps, symposiums</p>	-
6.	<p>Has the institution established an IPR cell?</p> <p><input checked="" type="radio"/> Yes   <input type="radio"/> No</p> <p>Documents to be uploaded as evidence 8.Document of IPR cell</p>	5
7.	<p>Has the institution organized awareness program on IPR?</p> <p><input checked="" type="radio"/> Yes   <input type="radio"/> No</p> <p>Documents to be uploaded as evidence 9.Notice, attendance, Photos</p>	5
8.	<p>Give number of papers published per faculty members during the last five years in the Journals notified on UGC website?</p>	10

क्रमांक	विवरण				प्राप्तांक
	SNo	Name of the Paper	Name of the faculty member	Name of the Journal	Year of Publication
	1	A Common Fixed Point Approach ... To Modular Metric Spaces Via Simulation Function	Bhavana Deshpande	Scientific Studies and Research Series Mathematics and Informatics	2021
	2	Applicability Of Fixed Point Results ... Generalized Geraghty -Type Contraction	Amrish Handa	Thai Journal of Mathematics	2022
	3	Coincidence Point Results for Generalized psi, theta, phi ... Metric Spaces	Bhavana Deshpande, Vishnu Narayan Mishra, Amrish Handa and Lakshmi Narayan Mishra	Thai Journal of Mathematics	2021
	4	Common Coupled Fixed Point Theorem ... Satisfying phi, psi Contraction on Non-Complete Metric Space	Bhavana Deshpande and Amrish Handa	Scientific Studies and Research Series Mathematics and Informatics	2021
	5	Common n-Tupled Fixed Point Theorem ... For Hybrid Pair Of Mappings	Bhavana Deshpande and Amrish Handa	Journal of Korean Society of Mathematical Education Series B Pure and Applied Mathematics	2022
	6	Impacts Of Human Pharmaceuticals On Fish Health	B. Shrivastava and P.B. Reddy	International Journal of Pharmaceutical Sciences and Research	2021
	7	Marginalized And Oppressed Women In African American Novels	Rohit Patil	Akshara Multidisciplinary Research Journal	2022
	8	POTENTIAL ANTICANCER PHYTOCONSTITUENTS FROM NATURAL PRODUCTS-A REVIEW	Meenal Gupta	Journal of Emerging Technologies and Innovative Research	2022
	9	Role Of Government In Waste Management A Study Of Ujjain District	Shailendra Pipariya and Swati Pathak	The Journal of Oriental Research, Madras	2021
	10	The Reflections Of Various Themes Of Indian Society ... And Other Stories	Rohit Prabhakar Patil	Sanshodhak	2022
	11	Traditional Medicinal Plants and its contemporary impact on health-a review	Meenal Gupta and B.K. Mehta	Research Journal of Recent Sciences	2022
	<b>Documents to be uploaded as evidence</b> <b>3. Details of journals, research papers and author faculty member</b>				
9.	<b>What are the activities employed to promote research culture and aptitude among senior students of the HEI</b> <b>1. Leadership Support 2. Research Strategy 3. Research Support Infrastructure 4. Funding Opportunities 5. Collaboration and Networking 6. Mentoring and Professional Development 7. Recognition and Rewards 8. Research-Teaching Nexus 9. Communication and Dissemination 10. Evaluation and Feedback</b>  <b>Documents to be uploaded as evidence</b> <b>12. Research promotion policy</b>				-

क्रमांक	विवरण	प्राप्तांक												
10.	<p><b>Give details of MoU/collaborations/linkages for Faculty exchange, Student exchange, Internship etc. during the last five years</b></p> <table border="1" data-bbox="224 226 1380 388"> <thead> <tr> <th>SNo</th> <th>Name of MoU</th> <th>Organisation for MoU</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>ICAR Indore M.P.</td> <td>Autonomous Organisation, Government of India</td> </tr> <tr> <td>2</td> <td>Patel Wine and food processing Industries, Ratlam</td> <td>Private</td> </tr> <tr> <td>3</td> <td>Telecom Sector Skill Council</td> <td>Private</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b>  <b>4. Invites, MoUs, details of participants, certificates from institutes/ industries/organisation etc.</b></p>	SNo	Name of MoU	Organisation for MoU	1	ICAR Indore M.P.	Autonomous Organisation, Government of India	2	Patel Wine and food processing Industries, Ratlam	Private	3	Telecom Sector Skill Council	Private	2
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1	ICAR Indore M.P.	Autonomous Organisation, Government of India												
2	Patel Wine and food processing Industries, Ratlam	Private												
3	Telecom Sector Skill Council	Private												
11.	<p><b>What are the extension activities carried out in your HEI in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five year?</b>  <b>10</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>5. Event brochure/pamphlet, event summary, Testimonials from beneficiaries/community partners etc.</b></p>	10												
12.	<p><b>Have the faculty members in your HEI published books and chapters in edited volumes/books and papers in national/ international conference proceedings during last five years?</b></p> <p> <input checked="" type="radio"/> Yes - Books, Book Chapters, Research Papers, Conference Proceedings     <input type="radio"/> Yes - Books     <input type="radio"/> Yes - Book Chapters     <input type="radio"/> Yes - Research Papers     <input type="radio"/> Yes - Conference Proceedings     <input type="radio"/> No </p> <p><b>Documents to be uploaded as evidence</b>  <b>6. Details of books, chapters, research papers and author faculty member</b></p>	5												
13.	<p><b>Furnish the number of awards/recognition/honors received by faculty/students during the last 5 years</b>  <b>11</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>7. Name of the award/ recognition etc., recipient and details of the honor/ award</b></p>	10												
14.	<p><b>Give details regarding number of Faculty development programs conducted or attended during the last 5 years</b>  <b>68</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>8. Name, duration, number of participants, topic etc.</b></p>	5												
15.	<p><b>Have students/members faculty undertaken any Industrial/ Social project in last 5 years</b></p> <table border="1" data-bbox="224 1791 1380 1875"> <thead> <tr> <th>SNo</th> <th>Project</th> <th>Organisation</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>Yet to be Started</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b>  <b>9. Details of the project, status to show its progress and sanction</b></p>	SNo	Project	Organisation	Status	1	0	0	Yet to be Started	0				
SNo	Project	Organisation	Status											
1	0	0	Yet to be Started											

क्रमांक	विवरण	प्राप्तांक
16	<p>Is there any provision of seed money?</p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>Documents to be uploaded as evidence 10. Give details regarding 1.Source, 2.Beneficiaries, 3.Project Undertaken, 4.Amount sanctioned, 5.Outcome of project</p>	0
17.	<p>Number of extension and outreach programs conducted by NSS/NCC with involvement of the community? (Godh gram, Red cross, ELC, ECO, Red Ribbon, Robin Hood,NSS,NCC)</p> <p>19</p> <p>Documents to be uploaded as evidence 20. Brochure, report, photos, attendance, Impact study.</p>	10
18.	<p>Any specific activities of the HEI which might considered as best practice to be highlighted?</p> <p>The first and foremost criterion for the development of the best practices in research is the appropriate recruitment of the most qualified faculty. We have highly qualified faculties in our all the departments. The best educational institution is the one where students and teachers learn and innovate together. For such a suitable learning environment an appropriate teacher student ratio is extremely important. Quality of original research has a direct relation with the number and variety of available interdisciplinary areas of pursuit. As our levels of creativity decline with age it is also very important that a golden balance is maintained between the old and the young in the faculty. Participation and organization of national and international seminars workshops webinar and faculty development programme also rejuvenate the faculty with fresh inputs of global knowledge.The institution promotes research culture among students through class room seminar in PG classes. The institution encourages faculty to publish their research work in UGC care listed Journal.</p> <p>Significance of the activity for students. The first best practice is to admit the best students especially at the postgraduate level. It provides the strongest foundation to initiate research. Even at the undergraduate level early realization of pangs of ignorance instills a desire to seek the unknown. There is much truth in the saying that the mind of an adult can build only as high as the foundations constructed in youth will support. Therefore the golden rule in research is catch them young.</p> <p>Expected outcome of the activity for society. The best practices in research activities are the outcome of harmonious interplay of a number of factors like innovative mind of brilliant teacher researchers modern infrastructure facilities encouragement and motivation from the administration etc. The strong research background of the faculties enriches the teaching learning processes in the institutions which in turn supply empowered human resources to the society.</p> <p>Impact assessment. A strong research foundation is also necessary for developing best practices in consultancy services which ultimately augment the corpus of the institution.</p>	-

क्रमांक	विवरण	प्राप्तांक
	<b>Innovative practices in extension activities show how seriously and effectively an institution has addressed the immediate needs of the local society.</b>	

#### Section 4: Student Support and Progression (प्राप्तांक : 106/145)

क्रमांक	विवरण	प्राप्तांक																																				
1.	<p><b>Give the number of students benefitted by Scholarship and free ship provided by the institution</b> 4839</p> <p><b>1. Name of scholarship delivered</b> <b>2. List of beneficiaries</b> <b>3. Beneficiary detail with the amount</b></p>	10																																				
2.	<p><b>Furnish details of skill development initiatives during the last 5 years.</b></p> <table border="1"> <thead> <tr> <th>SNo</th> <th>Course</th> <th>Participant</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Basics of Beauty and Hair Dressing Short term Skill Development Training</td> <td>21</td> </tr> <tr> <td>2</td> <td>Career building and Time Management</td> <td>40</td> </tr> <tr> <td>3</td> <td>Digital Marketing, Five Days Training</td> <td>41</td> </tr> <tr> <td>4</td> <td>Importance of Technology for Employment</td> <td>88</td> </tr> <tr> <td>5</td> <td>Induction Programme</td> <td>186</td> </tr> <tr> <td>6</td> <td>International Yoga Day Celebration</td> <td>34</td> </tr> <tr> <td>7</td> <td>Multilingual Ability and Personality Development</td> <td>67</td> </tr> <tr> <td>8</td> <td>NPTEL Online course</td> <td>13</td> </tr> <tr> <td>9</td> <td>Repairing and Maintenance of Household Electrical Appliances</td> <td>20</td> </tr> <tr> <td>10</td> <td>Short term Employment and Self Employment Oriented Training LMS based Online Training</td> <td>1065</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b> <b>1. Name, duration, number of participants, trainer, topic, brochures, pamphlets etc.</b></p>	SNo	Course	Participant	1	Basics of Beauty and Hair Dressing Short term Skill Development Training	21	2	Career building and Time Management	40	3	Digital Marketing, Five Days Training	41	4	Importance of Technology for Employment	88	5	Induction Programme	186	6	International Yoga Day Celebration	34	7	Multilingual Ability and Personality Development	67	8	NPTEL Online course	13	9	Repairing and Maintenance of Household Electrical Appliances	20	10	Short term Employment and Self Employment Oriented Training LMS based Online Training	1065	5			
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3.	<p><b>Enlist the number of activities organized under Swami Vivekanand career guidance (excluding career fair)per year.</b></p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Name of Activity</th> <th>No.of Students</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Basics of Beauty and Hair Dressing</td> <td>21</td> <td>Students wants to make their career in Beauty parlour</td> </tr> <tr> <td>2</td> <td>Career Opportunities in Industries and Research Area</td> <td>61</td> <td>Students get motivated to make their career in industries and research area</td> </tr> <tr> <td>3</td> <td>District level Online Placement Drive</td> <td>162</td> <td>Students get placed in various jobs</td> </tr> <tr> <td>4</td> <td>Farmula of success in UPSC or PSC Examinations</td> <td>100</td> <td>Students get motivated to appear in UPSC or PSC examination</td> </tr> <tr> <td>5</td> <td>Future Ready Programmes in Banking Sectors</td> <td>86</td> <td>Students get motivated to make their career in banking sector</td> </tr> <tr> <td>6</td> <td>Important Schemes of the Government for setting up Self-employment and Enterprise</td> <td>85</td> <td>Students get attracted towards self employment</td> </tr> <tr> <td>7</td> <td>Information of different Competitive Examinations</td> <td>36</td> <td>Students get motivated to appear in competitive examination</td> </tr> <tr> <td>8</td> <td>Repairing and Maintenance of Household Electrical Appliance</td> <td>20</td> <td>Students get attracted towards this field</td> </tr> </tbody> </table>	S.No	Name of Activity	No.of Students	Impact	1	Basics of Beauty and Hair Dressing	21	Students wants to make their career in Beauty parlour	2	Career Opportunities in Industries and Research Area	61	Students get motivated to make their career in industries and research area	3	District level Online Placement Drive	162	Students get placed in various jobs	4	Farmula of success in UPSC or PSC Examinations	100	Students get motivated to appear in UPSC or PSC examination	5	Future Ready Programmes in Banking Sectors	86	Students get motivated to make their career in banking sector	6	Important Schemes of the Government for setting up Self-employment and Enterprise	85	Students get attracted towards self employment	7	Information of different Competitive Examinations	36	Students get motivated to appear in competitive examination	8	Repairing and Maintenance of Household Electrical Appliance	20	Students get attracted towards this field	5
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4.	<p><b>Give the percentage of student benefitted by guidance for competitive examination and career counseling by HEI</b> 70</p> <p><b>Documents to be uploaded as evidence</b> <b>9. Notices, percentage of students attended, classes scheduled, timetable, no. of selections if any.</b></p>	5								
5.	<p><b>Give the number of Alumni meetings conducted by HEI.</b> 1</p> <p><b>Documents to be uploaded as evidence</b> <b>10. Invitation letter, Attendance, Photos, Newspaper cutting</b></p>	0								
6.	<p><b>Give the percentage of student progression to higher education.</b> 56</p> <p><b>Documents to be uploaded as evidence</b> <b>11. Identity card, exam form, Admit card, etc.</b></p>	5								
7.	<p><b>List the no of students placed by placement drive of college, Rozgar mela, or departmental placement.</b> 16</p> <p><b>Documents to be uploaded as evidence</b> <b>12. Notice, Letter, Attendance, photos</b></p>	5								
8.	<p><b>Is there a registered Alumni Association that contributes significantly to the development of the HEI through financial and/or other support services? What is its contribution during the last 5 years?</b></p> <p><input checked="" type="radio"/> Yes - Involvement   <input type="radio"/> Yes - Contribution   <input type="radio"/> Yes - Just Existing   <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b> <b>2. Name, duration, number of participants, trainer, topic etc.</b></p>	10								
9.	<p><b>Does the HEI have a full-fledged placement cell in last 5 years</b></p> <p><input checked="" type="radio"/> Yes - Placement Drive Conducted   <input type="radio"/> Yes - Just the Cell is Existing   <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b> <b>3. Name, duration, number of participants, trainer, topic etc.</b></p>	10								
10.	<p><b>Give the number of students placed in Government jobs / Qualified any State level / National level exam like NET/SLET/UPSC/State PSC etc.) in last 5 years</b></p>	5								

क्रमांक	विवरण	प्राप्तांक						
	<b>100</b> <b>Documents to be uploaded as evidence</b> <b>4. New clippings / certificate of selection</b>							
11.	<b>What was the pass percentage of students during last 5 years at your HEI</b> <b>92</b> <b>Documents to be uploaded as evidence</b> <b>5. Give detail of students appeared and passed the examination</b>	10						
12.	<b>What are the initiatives undertaken by the HEI for Divyang Students? Does the HEI have an enablement center?</b> <input checked="" type="checkbox"/> Dedicated Enablement Centre <input type="checkbox"/> HEI has live MoUs with NGOs and other Organisations for Supporting Divyang <input type="checkbox"/> Centre Provides Books/Tools/Equipment to Divyang Students <input type="checkbox"/> Activities are Conducted by HEIs on Adhoc Basis <input type="checkbox"/> HEI Provides Skill Training to Divyang  <b>Documents to be uploaded as evidence</b> <b>6. Details of number of differently abled students, activities done for these students, organisations as partners Details of enablement center</b>	1						
13.	<b>Give details of e-content and e-library resources available on the HEIs campus</b> <input checked="" type="radio"/> Yes - The library is automated and has subscription to e-books/journals <input type="radio"/> Yes - Only e-books and e-journals <input type="radio"/> Yes - Only automation <input type="radio"/> No  <b>Documents to be uploaded as evidence</b> <b>7. List of e-journals and e-content resource subscription available with the HEI</b>	5						
14.	<b>How many students &amp; teachers have been using e-granthalay/N-LIST(library-footfall)</b> <b>Registered</b> <input type="text" value="10"/> <b>Completed</b> <input type="text" value="98"/>  <b>Documents to be uploaded as evidence</b> <b>19. Online access record of e- Granthalay or N-LIST</b>	7						
15.	<b>How many awards/medals were won by students for outstanding performance in sports/cultural activities at the university/state level Total number of Award/Medals in SPORTS at university/state level by student.</b> <table border="1"> <thead> <tr> <th>S.No</th> <th>University Level</th> <th>State Level</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>13</td> <td>15</td> </tr> </tbody> </table> <b>Documents to be uploaded as evidence</b> <b>20. Photos, copy of the certificate</b>	S.No	University Level	State Level	1	13	15	10
S.No	University Level	State Level						
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16.	<b>Total number of Award/Medals in CULTURAL (literature &amp; all other except sports) activities at university/state level by student</b> <table border="1"> <thead> <tr> <th>S.No</th> <th>University Level</th> <th>State Level</th> </tr> </thead> <tbody> </tbody> </table>	S.No	University Level	State Level	10			
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क्रमांक	विवरण	प्राप्तांक								
	<table border="1"> <tr> <td>1</td> <td>10</td> <td>0</td> </tr> </table> <p><b>Documents to be uploaded as evidence</b> 21.Photos, copy of the certificate.</p>	1	10	0						
1	10	0								
17.	<p><b>Total number of sports and cultural events (organised by the college or other institution/govt/non-govt) in which students have participated</b></p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Total No.of sports</th> <th>Total No.of cultural events</th> <th>Sports/Cultural events by other institutions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>65</td> <td>38</td> <td>65</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b> 22. Events, report, attendance, participation certificate</p>	S.No	Total No.of sports	Total No.of cultural events	Sports/Cultural events by other institutions	1	65	38	65	1
S.No	Total No.of sports	Total No.of cultural events	Sports/Cultural events by other institutions							
1	65	38	65							
18.	<p><b>Give details of Wifi facility on the HEI campus and computer lab/language lab,Student-Computer ratio.</b></p> <p><input checked="" type="checkbox"/> Computer Lab      <input type="checkbox"/> Language Lab      <input checked="" type="checkbox"/> Wifi Facility      <input type="checkbox"/> Licensed Leas Line in HEI's Name</p> <p><b>Documents to be uploaded as evidence</b> 8. Geotagged hyperlinked Photos and videos of computer labs and license of wifi</p>	2								

### Section 5: Governance, Leadership and Management (प्राप्तांक : 72/135)

क्रमांक	विवरण	प्राप्तांक						
1.	<p><b>Does the HEI have Vision, Mission statements and core values formulated?</b></p> <p><input checked="" type="radio"/> Yes    <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b> 1. Where has it been displayed? Photo of display</p>	10						
2.	<p><b>Is the management of HEI participative and decentralised?</b></p> <p><input checked="" type="radio"/> Yes - Active decentralisation    <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b> 2. Evidences for delegation of work , committees and other task teams</p>	10						
3.	<p><b>What are the different policies of the HEI</b></p> <table border="1"> <thead> <tr> <th>S.No</th> <th>Name of policy</th> <th>link</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b> 22. Events, report, attendance, participation certificate</p>	S.No	Name of policy	link	1	2	0	0
S.No	Name of policy	link						
1	2	0						
4.	<p><b>Furnish the Organogram of HEIs.....</b></p> <p><input checked="" type="radio"/> Yes    <input type="radio"/> No</p>	5						

क्रमांक	विवरण	प्राप्तांक
	<p>Documents to be uploaded as evidence 3.Photo of Flowchart of Hierarchy</p>	
5.	<p>Has the institute prepared its short-term and long-term Institutional perspective plan.</p> <p>6.2.1The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc. Government Arts and Science College in Ratlam is strategically positioned for a transformative journey, prioritizing excellence, equity, sustainability, and community engagement in the upcoming years. The institution aspires to be a Center of Excellence for Quality Education, leveraging its current B+ grade and CGPA 2.67. Acknowledged by the UGC as a College with Potential for Excellence, it aims to elevate NAAC grades, guided by a resource-sensitive action plan. The comprehensive strategic goals encompass enhancing employability, fostering learning outcomes, promoting equity, improving institutional governance, creating an eco-friendly campus, implementing office automation and digitalization, and fostering community development services. The administrative structure, vividly illustrated in the organogram, embodies an ethos of efficient governance. Striking a balance between autonomy and accountability, collaborative entities such as the Staff Council, Administrative Officer, Heads of Departments, Coordinators, IQAC Coordinator, Nodal Officers, Committee Conveners, and support staff collectively contribute to the pursuit of strategic goals, ensuring a harmonious and streamlined institutional operation. In terms of appointments and service rules, the college adheres to established norms, prioritizing fairness and standardization. Following UGC norms, the appointment of the principal and permanent faculty creates an environment conducive to growth. Policies such as M.P. Civil Services Rules, Leave Rules, Promotion Rules, and Pension Rules form a comprehensive framework for the college's functioning. These policies are complemented by others like Online Admission Policy, Gender Equality Policy, Research Policy, and procurement rules, creating a well-rounded ecosystem. The institution's commitment to quality is underscored by a series of audits covering financial, academic, administrative, green, energy, and IT aspects. This commitment to continuous improvement is woven into the fabric of its policies, procedures, and adherence to audit processes. Government Arts and Science College, Ratlam, stands as a dynamic institution poised for sustained growth and excellence. The amalgamation of strategic goals, an efficient administrative setup, adherence to service rules, and policies underscores a holistic commitment to the development and betterment of the institution over the next perspective years. The effective deployment of the institutional perspective plan is a testament to the college's unwavering dedication to its mission and vision, creating a thriving educational environment for its students. The decentralized governance structure and comprehensive institutional development plan further contribute to achieving set milestones, ensuring access with equity, quality enhancement, institutional reforms, research development, student support and enrichment, and employability. The institution has performance appraisal system, effective welfare measures for both teaching and non-teaching staff, and avenues for career development and progression, solidifying its commitment to fostering a conducive and progressive academic environment.</p> <p>Documents to be uploaded as evidence 4.Document related to IDP</p>	

क्रमांक	विवरण	प्राप्तांक												
6.	<p><b>Is there Implementation of e-governance in areas of governance like use of emails for official communication, updated HEI website etc.</b></p> <p> <input checked="" type="checkbox"/> Administration    <input checked="" type="checkbox"/> Communication    <input checked="" type="checkbox"/> Managing Accounts and Finance    <input checked="" type="checkbox"/> Updated College Website    <input checked="" type="checkbox"/> E-mail for communication between the faculty members and students for official purpose </p> <p><b>Documents to be uploaded as evidence</b>  <b>3. Give details of the above selected activity</b></p>	10												
7.	<p><b>Provide details of the training activities for Administration development programs, management development programs for non-teaching staff( Supporting staff) in last 5years</b></p> <table border="1"> <thead> <tr> <th>SNo</th> <th>Training</th> <th>Participant</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Basic Computer, Unicode, Cyber Training</td> <td>1</td> </tr> <tr> <td>2</td> <td>E-Daksh Computer Training Programme</td> <td>3</td> </tr> <tr> <td>3</td> <td>MS OFFICE</td> <td>7</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b>  <b>4. Name, duration, number of participants, trainer, topic etc.</b></p>	SNo	Training	Participant	1	Basic Computer, Unicode, Cyber Training	1	2	E-Daksh Computer Training Programme	3	3	MS OFFICE	7	2
SNo	Training	Participant												
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3	MS OFFICE	7												
8.	<p><b>What has been the Institutional strategy for mobilisation of funds and resources during the last 1 year?</b></p> <p> <input checked="" type="radio"/> Yes - Strong efforts to generate funds through revenue other than fees or philanthropy    <input type="radio"/> No </p> <p><b>Documents to be uploaded as evidence</b>  <b>5. Give details of the funds received and sources</b></p>	10												
9.	<p><b>How many policies were prepared in accordance to the perspective plan/Institutional governance/Best practice.</b></p> <p>24</p> <p><b>Documents to be uploaded as evidence</b>  <b>8.Documents of policies</b></p>	10												
10.	<p><b>Write in detail about IQAC initiatives.</b></p> <p><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRFand other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBAetc.</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>9.Documents of Initiatives,Committees,Reports,Activities</b></p>	-												
11.	<p><b>Furnish evidence of incremental growth of the institution initiated by IQAC in last academic year.</b></p>	5												

क्रमांक	विवरण	प्राप्तांक																								
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12.	<p><b>Mention effective welfare measures for teaching and non-teaching staff for career development.</b> 1. Medical Leave 2. Medical Expenditure reimbursement 3. Maternity Leave 4. Paternity Leave 5. Child Care Leave 6. Family Planning Increments. 7. TRF for Ph.D. 8. Compassionate Appointments 9. GIS deduction 10. T.W.F (teachers welfare fund) (Deduction by university on Remuneration of Evaluation of Answer books.) 12. Ex gratia Payment</p> <p><b>Documents to be uploaded as evidence</b> 11.Leave document, list of no. of training for staff development, photos of facilities for staff</p>	-																								
13.	<p><b>Mention any policy formulated for college staff to attend conferences or workshop.</b></p> <p><input type="radio"/> Yes-Have Policy    <input checked="" type="radio"/> No Policy</p> <p><b>Documents to be uploaded as evidence</b> 12.Document of policy 13.List of beneficiaries</p>	0																								
14.	<p><b>What is the constitution of IQAC of the HEI and what are its contribution during last 5 years?</b></p> <p><input checked="" type="radio"/> Yes-Active in quality improvement    <input type="radio"/> Yes-Only constituted with no contribution in implementation of quality initiatives    <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b> 6. Details of IQAC team and its activities /contribution in implementation of quality initiatives in the HEIs</p>	10																								

**Section 6: Best Practices and Institutional Values (प्राप्तांक : 72/125)**

क्रमांक	विवरण	प्राप्तांक
1.	Does the HEI have a Gender equity policy?	5

क्रमांक	विवरण	प्राप्तांक																		
	<input checked="" type="radio"/> Yes <input type="radio"/> No  <b>Documents to be uploaded as evidence</b> <b>1. Link to gender equity policy</b>																			
2.	<b>Mention initiatives taken by HEI for Energy conservation.</b> <b>Government Arts and Science College has conducted energy audit to access the energy initiative planning, efforts, activities implemented in the college campus like light, fan, AC etc, conservation of energy, energy management and various awareness activities.</b>  <b>Documents to be uploaded as evidence</b> <b>2..Solar Panel photos.</b> <b>3. Energy Saving devices.</b> <b>4. Energy saving analysis</b> <b>5. Report of activities if any equipment</b>	-																		
3.	<b>List the initiatives taken by HEI for water conservation.</b> <b>• Rain water harvesting Bore-well /Open well recharge Construction of tanks and bunds. • Maintenance of water bodies and distribution system in the campus. • Sample Collection and Laboratory Testing by Students in Chemistry Lab.</b>  <b>Documents to be uploaded as evidence</b> <b>2..Solar Panel photos.</b>	-																		
4.	<b>Enumerate the facilities provided to specially-abled students.</b> <table border="1"> <thead> <tr> <th>S.No</th> <th>Facilities</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Helpers for Disabled Students</td> </tr> <tr> <td>2</td> <td>Low vision aids</td> </tr> <tr> <td>3</td> <td>Mental Guidance</td> </tr> <tr> <td>4</td> <td>Ramps and rails</td> </tr> <tr> <td>5</td> <td>Screen Reader Software for Divyagjan</td> </tr> <tr> <td>6</td> <td>Toilet for Divyangjan</td> </tr> <tr> <td>7</td> <td>UGC Policy for Disabled</td> </tr> <tr> <td>8</td> <td>Wheel chairs</td> </tr> </tbody> </table>	S.No	Facilities	1	Helpers for Disabled Students	2	Low vision aids	3	Mental Guidance	4	Ramps and rails	5	Screen Reader Software for Divyagjan	6	Toilet for Divyangjan	7	UGC Policy for Disabled	8	Wheel chairs	5
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5.	<b>Give number of activities conducted for clean and green campus initiatives.</b> <b>5</b>  <b>Documents to be uploaded as evidence</b> <b>7.Letter, list of activities, brochure, photos</b>	3																		
6.	<b>How many activities have been conducted beyond the campus for environmental conservation and promotion.</b> <table border="1"> <thead> <tr> <th>S.No</th> <th>Activities</th> <th>Area</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Awareness Campaign by Students Plastic Free Environment</td> <td>Ratlam City</td> </tr> <tr> <td>2</td> <td>Awareness Rally Programme by NCC Students Ban on use of Plastics</td> <td>Ratlam City</td> </tr> <tr> <td>3</td> <td>Cleaning of Bawdi Shastri Nagar</td> <td>Shastri Nagar</td> </tr> <tr> <td>4</td> <td>Cleaning of Bawdi Siddheshwar Mahadev</td> <td>Siddheshwar Mandir Area</td> </tr> <tr> <td>5</td> <td>Cleaning of Hakimwada Bawdi</td> <td>Hakimwada Area</td> </tr> </tbody> </table>	S.No	Activities	Area	1	Awareness Campaign by Students Plastic Free Environment	Ratlam City	2	Awareness Rally Programme by NCC Students Ban on use of Plastics	Ratlam City	3	Cleaning of Bawdi Shastri Nagar	Shastri Nagar	4	Cleaning of Bawdi Siddheshwar Mahadev	Siddheshwar Mandir Area	5	Cleaning of Hakimwada Bawdi	Hakimwada Area	3
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क्रमांक	विवरण	प्राप्तांक								
	<table border="1"> <tr> <td>6</td> <td>Cleaning of Hanuman Tal</td> <td>80 feet road</td> </tr> <tr> <td>7</td> <td>Cleaning of Jhali Taalab</td> <td>Kalika Mata Mandir Area</td> </tr> </table>	6	Cleaning of Hanuman Tal	80 feet road	7	Cleaning of Jhali Taalab	Kalika Mata Mandir Area			
6	Cleaning of Hanuman Tal	80 feet road								
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7.	<p><b>In which aspect do you think your institution is distinctive and unique.</b></p> <p>2</p> <p><b>Documents to be uploaded as evidence</b></p> <p><b>8. Brochures, photos</b></p>	5								
8.	<p><b>How many SDG(Sustainable Development Goals) goals does HEI cater to in its activities.Enlish the HEI's flagship programs?.</b></p> <table border="1"> <thead> <tr> <th>S.No</th> <th>SDG Number</th> <th>Flagship programme</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>4</td> </tr> </tbody> </table> <p><b>Documents to be uploaded as evidence</b></p> <p><b>9. Flagship program, Activities report, related to SDG, registration, global presence</b></p>	S.No	SDG Number	Flagship programme	Activities	1	1	1	4	1
S.No	SDG Number	Flagship programme	Activities							
1	1	1	4							
9.	<p><b>Institutional development plan has the HEI prepared on?</b></p> <p><input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p><b>Documents to be uploaded as evidence</b></p> <p><b>10.IDP</b></p>	50								
10.	<p><b>What are Best Practices and Institutional Values List the best practices at your HEI</b></p> <p><b>1 Title of the Practice Herbal Garden 2 The Context that required the initiation of the practice In the present scenario due to industrialization and urbanization the need of environment is increasing day by day. Many plantations are done to save the environment. In Ratlam or near Ratlam city there is not any herbal garden for the students of Botany. In this regard 3 Objectives of the Practice A To know about local flora and local names. B To study medicinal plants and uses of plants. C To study flowering and fruiting period of plants. D To acquire knowledge of all the synonyms of plants. E To study different names in different languages of plants. F To identify the plants at species level. 4 The Practice Govt. Arts and Science College administration sanctioned 1194 square feet area for Herbal garden in July 2018. 300 medicinal plants are proposed to plant in the garden, out of which this year 150 medicinal plants have been planted. All the 150 medicinal plants were nomenclatures on the basis of binary nomenclature Ayurvedic Homeopathic and Unani nomenclature. Many more herbal plants of medicinal values are still to be planted in the remaining values, are proposed to develop in near future. One corner of the herbal garden is left in the remaining field of the garden. Preparation of a water body or pond where aquatic plants of medicinal values are proposed to develop in near future. A corner of the herbal garden is left for the preparation of organic manure for which construction of cemented beds are proposed. Not only Botany department but the faculties of all the departments, N.S.S students and N.C.C. cadets are also taking great interest in the Herbal garden. UG and PG students of Botany often visit the garden for identification of plant species up to family level. 5 Obstacles faced if any and strategies adopted to overcome them Sufficient space financial assistance and good gardeners are big problems. Maintaining different species of plants watering, weed eradication disease control and preparation of organic manure are also challenging. 6 Impact of the practice The students of Ayurvedic Homeopathic and Unani will be benefited in terms of their academic researches. They will know</b></p>	-								

क्रमांक	विवरण	प्राप्तांक
	<p>about different species of medicinal plants and their uses. 7 Resources required  <b>1 More financial assistance 2 Need of more technical expertise 3 Need of less hazardous insecticides and pesticides 4 Infrastructure for storage 5 Tools for better control of uneven climatic conditions.</b></p> <p><b>Values projected thus the Best Practices sss</b>  <b>The Herbal garden was developed in rainy season of 2018 and the process of development is still going on. It fulfills the objectives of afforestation, ecological conservation Green carbon zone botanical Garden Green belt Carbon dioxide minimization. In near future it will also be beneficial to UG and PG students and research workers of Botany. Practitioners of different traditional pathies like Ayurvedic, Homeopathic and Unani will also be benefited by it. This garden will contain huge number of medicinal plants.</b></p> <p><b>Social Impact</b>  <b>This Herbal garden is beneficial for the society in wider aspect. It is developed to let the students know about local flora medicinal plants and uses of plants. The students will acquire knowledge of all the synonyms of plants and different names of plants in different languages. It will help them to identify the plants at species level and to study flowering and fruiting of plants.</b></p> <p><b>Institutional distinctiveness</b>  <b>In Ratlam city or near Ratlam, there is not a single herbal garden. It is essential need of UG and PG students and researchers of Botany as well as Ayurvedic and Homeopathic practitioners of the Ratlam district. Govt. Arts and Science College, Ratlam is the first college to take an appreciable step in the field of ecoconservation and plantation of medicinal plants. The above activity will be going to help the students of Ayurvedic and Homeopathic medical colleges of Ratlam.</b></p> <p><b>Documents to be uploaded as evidence</b>  <b>1. Clippings, Brochures, Photographs etc.</b></p>	

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