



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT DUNGAR COLLEGE

GOVERNMENT DUNGAR COLLEGE, SAGAR ROAD, BIKANER

334001

www.dungarcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Govt. Dungar College, Bikaner is named after Maharaja Shri Dungar Singhji and in its nascent state was called The Darbar School. Shri Dungar Singhji was the 20th ruler of the erstwhile state of Bikaner and established The Darbar School in the year 1873. After his demise, his brother Ganga Singhji elevated the Darbar School to Dungar Memorial College on 25 September 1912. **College-level teaching started in the year 1928.** In the year 1937 degree classes started in the college and in the same year the school was separated from the college with the name of Sardul School. In July 1940, intermediate Science Faculty started with Physics and Chemistry subjects. In 1942, Degree level Science, law classes and post-graduate Departments of Hindi, Sanskrit, English, History, and Economics were opened. In the year 1951, there were only five post-graduate colleges in Rajasthan and Dungar College was one of them.

In 1962, the college shifted from Sardul school premises to its present-building. Postgraduate teaching in Physics and Chemistry started in the same year. In 1970 M.Sc in Zoology, Botany and LLM were started. The college extended its academic growth with postgraduate teaching in Geography, Sociology, Economics, Geology and Urdu departments. From 1988-1995 the college was given the status of an autonomous college. In the session 1996-97, commerce faculty was started in the college. Today this college is one of the premier institutions of Rajasthan, where 22 subjects are being taught at Graduate and Post Graduate level and 10 at M.Phil level. Research work is also being carried out for Ph.D. Degree in arts and science faculties. Dungar College was recognized by the UGC under 2f and 12B in the year 1972 as per its policy for colleges established before 1972.

The Monogram of the college quoted from the Upanishads depicts a flying swan across the vast ocean of knowledge symbolizing the purest form of knowledge.

Vision

Our commitment to impart cost-effective and student-centric education has been a determinant factor behind our expansion and growth as an esteemed college of the region. We strive to create a constructive learning environment and promote high-quality research in the thrust areas of regional and social relevance and aspire to be known as an institution where academics are combined with a holistic approach to quality education.

Mission

Our mission is:

- to provide equal opportunities for the fostering of potentials.
- to shape impressionable young minds with moral and human values.
- to integrate skill development and in-depth knowledge through innovative pedagogies.
- to instill integrity, discipline, perseverance and confidence through a propitious teaching-learning environment.
- to ensure intellectual stimulation and the best support for quality research.

- to produce self-reliant responsible citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 91 years old college enjoying good reputation
- Two consecutive NAAC 'A' graded
- RUSA beneficiary
- Student centric educational environment
- Highly qualified ,experienced dedicated faculty

- Research based and activity based pedagogical techniques
- State of art infrastructure
- Hostel facility for girls

Institutional Weakness

- Dealing with first generation learners
- Lack of autonomy
- Limited industry collaboration
- Limited number of vocational courses
- Paucity of consultancy and exchange programmes
- Limited provisions and platforms for corporate training in Bikaner
- Insufficient incubation and start ups

Institutional Opportunity

- Skill development activities
- Use of knowledge and resources for development of e content and e resources
- Incubations and start ups
- Professional development programmes and trainings for teaching and non teaching
- Enhancing employability opportunities
- Encouraging industry collaboration and consultancy

Institutional Challenge

- Teaching and non-teaching ratio in proportion to work load and student strength
- Financial constraints
- Creating sufficient job opportunities

- Connecting with parents

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College being an affiliated College does not enjoy full autonomy regarding the curriculum; however, faculty members of the college acting as conveners/members in BOS and Academic Council contribute in curriculum enrichment. **The suggestions for the enrichment of the curriculum are offered by the stakeholders, the faculty members, students and subject experts from other universities.** The modifications are done keeping in mind the local/regional needs, the latest trends and developments. The relevant issues of utmost concern like human values, gender sensitization, environment and sustainability, culture and language are integrated in postgraduate and undergraduate curricula. **The curriculum comprises of Core subjects to impart common knowledge foundation and Electives to pursue educational interests.** The core subjects offered during the first year of graduation are Hindi, English, Elementary Computer Application and Environmental Studies. The students pursuing graduation choose from groups and a **plethora of 88+6+1 subject combinations** in Arts, Science and Commerce respectively. The master's programs also offer elective courses of contemporary significance. **Presently the college offers UG in 22 subjects, Post Graduation in 22, M. Phil (Regular) in 10 subjects, M.Phil (SFS) in 01 and Ph .D in 17 subjects.** The College showing concern towards the ever-increasing demand of the region for mainstream regular courses that otherwise are not available has come forth by putting up **regional study centers of Vardhman Mahaveer Open University (VMOU) Kota and IGNOU. More than 30 value-added programs across the major faculties are offered to impart life and employability skills.**

Teaching-learning and Evaluation

The College follows a **transparent online admission process** as per government rules and policies of Commissionerate College Education of the State. As an initiative step to promote higher education among girls, the government has made a provision to exempt them from paying tuition fees. **Each and every student is important for the Institution and it tries to cater to each one's diverse needs.** For students who fail to meet the objectives of the prescribed curriculum; the teachers **extend support by modifying their teaching strategies.** The college also promotes women-centered activities under the aegis of Women Cell to provide an extra edge to female students. **The Students Advisory Bureau** of the College provides academic, personal, psycho- social guidance, and counseling related to the election of subjects and their prospects, availability of subject-related material and books and financial assistance to the students. Since most of the students come from rural backgrounds, the **faculty tries to facilitate learning at the level of content and comprehension,** the most important being the use of bilingual mode in classroom teaching. The conventional method of teaching includes lectures, interactive sessions, group discussions and classroom activities. Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are implemented inside and outside the classrooms to enhance the learning experience. The college displays learning outcomes for all courses and programs on its website which are specifications of what a student should be capable of doing on successful completion of a course and/or a program.

Research, Innovations and Extension

Imbibing an aptitude and fostering a culture for research is very essential and the college aims to do the same through its teaching-learning process and various research-oriented activities. **Research in Humanities and Social Sciences emphasizes contexts and primarily focuses on community and societal needs; whereas in Science it links knowledge, experience and evidences. The college enjoys the privilege of having the maximum number of research supervisors among the affiliated colleges of the state.**

Erudition of the faculty has been recognized at National/International level which has added new dimensions to the reputation of the college. The college is a Government organization has to depend on various external funding agencies that provide financial support to pursue research activities. Different such agencies that have been providing funds to the institute during the recent past are UGC, DST, DBT, CSIR, BRNS, ICSSR etc. **Research acumen of the faculty is reflected in the accomplishment of Major and Minor Research Projects, TRF, PDF, the participation of scholars and faculty in National and International Conferences, and research publications.** The research laboratories of the science faculty are well equipped and harbor some of the latest instruments. **Smart Science Lab, GCRC, BIRC, Museums, ICT Lab, innovative projects and Language Lab speak volumes about the research facilities available in the college.** Seminars, Conferences of National and International level and Workshops are organized independently and in collaboration. Other activities that add on to the research environment and inculcate research aptitude among students include field projects, surveys, excursions, visit research laboratories and institutes.

Infrastructure and Learning Resources

The College is constantly extending and expanding its resources in terms of construction, IT infrastructure, equipment, classroom furniture, Library, and other campus facilities. The college has a landholding of 3.7 lakh sqm out of which approximately 0.285 lakh sqm is built-up area where different building blocks are constructed. Besides the main building which harbors the Administrative, Academic and Establishment Sections, Chamber of the Principal, Department of Social Science and Humanities, Department of Physics, Department of Commerce, the campus also has separate Chemistry Block, a Science block comprising of Departments of Zoology and Botany, a Geology block, and a Drawing & Painting Block. The basic facilities in the college comprise of 12 water coolers, drinking water facilities(1 major+3 water huts+5 water points), 22 boy's toilets, 5 girl's toilets, a restroom for disabled students and 4 ramps for physically handicapped. The college library is completely automated and has about 1, 50,000 books classified and indexed. Departmental libraries have also a good collection of books which are of great help to aspiring scholars. Computer and internet facility available in the Network Resource Centre and respective departments is also accessible to students and teachers. The College located in the arid region of Rajasthan otherwise gives a deserted look, but efforts to develop greenery by planting trees and lawns have been initiated and accomplished. The old Alumni also supports and contributes in its own way by extending support as per their position and capabilities in respective posts.

Student Support and Progression

Student support is extended through mentoring, personal counseling and learning resources. **The Institute is committed to the cause of first-generation learners and weaker sections of the society.** Most of the students are from a rural background and the college aims to maximize the learning experience of students with the available resources with utmost concern, support and participation. The support is furnished at various levels

viz. information, infrastructure, finance, counseling and exposure:

- **Informational support** – college prospectus, updated college website, classroom teaching, field trips, educational tours, mentoring and problem-solving sessions regarding curriculum and subject knowledge.
- **Infrastructural support** – well-furnished classrooms, equipped laboratories, medical center, library, computer and internet facility, playgrounds.
- **Finance** – liberal fee structure, waving off fee for girls, and scholarships from state government and social welfare department.
- **Counseling** – career counseling cell, NCC, NSS, YDC, Women Cell, skill development cell, Placement Cell, Anti Ragging Cell, Internal Complaints Committee, extension activities and lectures on personality development and communication skills, remedial classes for slow learners.
- **Exposure** – co-curricular and extra-curricular activities, sports, academic events like seminars, workshops, symposium, literary activities, and college magazine “Manisha”. Students Council is also a platform for representation and developing leadership qualities.

Governance, Leadership and Management

The leadership and governance of the college is well reflected in its vision and mission. Being a State government College it does not enjoy autonomy in internal governance as far as structure, system and policy deliberations are concerned. **But it has operational freedom in fulfillment of its mission and goals. Governance leadership and management of the college aims towards improvement and progress in the implementation of both normative and practical agenda depending upon the availability of resources, be it physical or financial.** The college is a Government institute and therefore it is mandatory to follow the rules, regulations, policies framed by the State Government (RSR). **Feedback generated through *Vikas Samiti*, Student Council, during student union elections, from stakeholders, parents alumni, in the form of memorandums, meetings, interactions etc contribute in strategic planning and deployment.**

The constitution of committees for specific purposes is also reflective of effective governance. More than 50 committees are framed at the beginning of every academic session. The College does not offer professional courses and so there is a greater responsibility of equipping the students for better job prospects. The Internal Quality Assurance Cell works towards realizing the goals of quality enhancement and sustenance. **The College has adapted itself to e-governance effectively implemented in all areas viz planning, deployment, administration, finance and student support.**

Institutional Values and Best Practices

The College not only believes in developing values but also in providing solutions to meet new needs and maximizing its educational objectives. **Innovations and best practices of the college are well manifested in its research, faculty, team work, student support and in all its endeavors of social relevance. The teaching learning environment and extension activities are mapped and carried out with an objective of instilling sense of social fulfillment and responsibility among students.** Myriad activities not only enhance campus experience but also empower the students to act as agents of social change. The institutional values and best practices are explicitly resonated in the following:

- Addressing environmental issues through heterogeneous activities
- Faculty Eco Club

- Celebrating important days having cultural, social and historical significance
- Tobacco free campus
- Ragging free Campus
- Cleanliness drive in the college and the nearby areas, blood donation camps , aids awareness programs, sensitizing programmes related to social issues
- Community book bank
- Gender sensitization activities
- Participative and experiential learning through *Creations*, Film Club, Language Club, BIRC, and Learning by doing
- Disposal of laboratory waste judiciously
- Skill development courses and activities
- Rain water harvesting
- Initiations for conservation of energy
- Encouraging e-learning,
- Measures for safe and secure campus
- Girls hostel
- Research on issues of local and social relevance
- E-governance
- Extension activities and community programmes by NCC, NSS, YDC, Women Cell etc.
- Promotion of cultural ethos through Clubs like *Creations*, Language Club, Women Cell
- Green Auditing

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DUNGAR COLLEGE
Address	Government Dungar College, Sagar Road, Bikaner
City	Bikaner
State	Rajasthan
Pin	334001
Website	www.dungarcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Satish Kaushik	0151-2528036	9414324806	0151-2528047	dungarcollegebikaner334001@gmail.com
Associate Professor	Meera Srivastava	0151-2520545	6376737010	0151-2528045	meerasrivastava@rediffmail.com

Status of the Institution	
Institution Status	Government

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 of the college	01-07-1928

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Rajasthan	Maharaja Ganga Singh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-06-2013	View Document
12B of UGC	04-06-2013	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
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Government Dungar College, Sagar Road, Bikaner	Urban	91.42899	28500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	10	8
UG	BA,Arts	36	SR SEC	English,Hindi	6	6
UG	BA,Arts	36	SR SEC	English,Hindi	13	13
UG	BA,Arts	36	SR SEC	English,Hindi	4	4
UG	BA,Arts	36	SR SEC	English,Hindi	3	3
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	11	11
UG	BA,Arts	36	SR SEC	English,Hindi	46	46
UG	BA,Arts	36	SR SEC	English,Hindi	4	4
UG	BA,Arts	36	SR SEC	English,Hindi	270	267

UG	BA,Arts	36	SR SEC	English,Hindi	14	14
UG	BA,Arts	36	SR SEC	English,Hindi	10	9
UG	BA,Arts	36	SR SEC	English,Hindi	3	3
UG	BA,Arts	36	SR SEC	English,Hindi	35	31
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	37	37
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	4	4
UG	BA,Arts	36	SR SEC	English,Hindi	12	12
UG	BA,Arts	36	SR SEC	English,Hindi	35	35
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	6	6
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	8	8
UG	BA,Arts	36	SR SEC	English,Hindi	3	3
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	9	9

UG	BA,Arts	36	SR SEC	English,Hindi	70	70
UG	BA,Arts	36	SR SEC	English,Hindi	12	12
UG	BA,Arts	36	SR SEC	English,Hindi	6	6
UG	BA,Arts	36	SR SEC	English,Hindi	25	25
UG	BA,Arts	36	SR SEC	English,Hindi	15	15
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	4	4
UG	BA,Arts	36	SR SEC	English,Hindi	5	5
UG	BA,Arts	36	SR SEC	English,Hindi	4	4
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	6	6
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	184	184
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	3	3
UG	BA,Arts	36	SR SEC	English,Hindi	20	17

UG	BA,Arts	36	SR SEC	English,Hindi	22	22
UG	BA,Arts	36	SR SEC	English,Hindi	5	5
UG	BA,Arts	36	SR SEC	English,Hindi	3	3
UG	BA,Arts	36	SR SEC	English,Hindi	10	10
UG	BA,Arts	36	SR SEC	English,Hindi	16	16
UG	BA,Arts	36	SR SEC	English,Hindi	40	40
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	15	14
UG	BA,Arts	36	SR SEC	English,Hindi	21	21
UG	BA,Arts	36	SR SEC	English,Hindi	5	5
UG	BA,Arts	36	SR SEC	English,Hindi	3	3
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	10	10
UG	BA,Arts	36	SR SEC	English,Hindi	90	90
UG	BA,Arts	36	SR SEC	English,Hindi	20	17
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	7	7
UG	BA,Arts	36	SR SEC	English,Hindi	7	7

UG	BA,Arts	36	SR SEC	English,Hindi	7	7
UG	BA,Arts	36	SR SEC	English,Hindi	50	50
UG	BA,Arts	36	SR SEC	English,Hindi	142	142
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	6	6
UG	BA,Arts	36	SR SEC	English,Hindi	550	546
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	14	14
UG	BA,Arts	36	SR SEC	English,Hindi	2000	198
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	4	4
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	5	5

UG	BA,Arts	36	SR SEC	English,Hindi	6	6
UG	BA,Arts	36	SR SEC	English,Hindi	2	2
UG	BA,Arts	36	SR SEC	English,Hindi	1	1
UG	BA,Arts	36	SR SEC	English,Hindi	3	3
UG	BSc,Science	36	SR SEC	English,Hindi	35	32
UG	BSc,Science	36	SR SEC	English,Hindi	352	350
UG	BSc,Science	36	SR SEC	English,Hindi	68	67
UG	BSc,Science	36	SR SEC	English,Hindi	53	50
UG	BSc,Science	36	SR SEC	English,Hindi	20	17
UG	BSc,Science	36	SR SEC	English,Hindi	352	350
UG	BCom,Commerce	36	SR SEC	English,Hindi	640	58
PG	MA,Drawing And Painting	24	BA	English,Hindi	30	30
PG	MA,Economics	24	BA	English,Hindi	60	24
PG	MA,English	24	BA	English,Hindi	60	54
PG	MA,Geography	24	BA	English,Hindi	60	60
PG	MA,Hindi	24	BA	English,Hindi	60	60
PG	MA,History	24	BA	English,Hindi	60	60
PG	MA,Philosophy	24	BA	English,Hindi	60	12

PG	MA,Political Science	24	BA	English,Hindi	60	60
PG	MA,Public Administration	24	BA	English,Hindi	60	35
PG	MA,Rajasthani	24	BA	English,Hindi	60	13
PG	MA,Sanskrit	24	BA	English,Hindi	60	31
PG	MA,Sociology	24	BA	English,Hindi	60	36
PG	MA,Urdu	24	BA	English,Hindi	60	17
PG	MSc,Chemistry	24	BSC	English,Hindi	30	30
PG	MSc,Botany	24	BSC	English,Hindi	30	30
PG	MSc,Geology	24	BSC	English,Hindi	30	23
PG	MSc,Mathematics	24	BSC	English,Hindi	60	60
PG	MSc,Physics	24	BSC	English,Hindi	30	30
PG	MSc,Zoology	24	BSC	English,Hindi	50	48
PG	MCom,Accountancy And Business Administration	24	BCOM	English,Hindi	60	60
PG	MCom,Economic Administration And Financial Management	24	BCOM	English,Hindi	60	59
PG	MCom,Business Administration	24	BCOM	English,Hindi	60	53
Doctoral	PhD or DPhi	60	MA	English,Hindi	2	0

(Ph.D)	I,Economics			i		
Doctoral (Ph.D)	PhD or DPhil,Englis h	60	MA	English	4	0
Doctoral (Ph.D)	PhD or DPhi l,Geography	60	MSC	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Hindi	60	MA	Hindi	6	0
Doctoral (Ph.D)	PhD or DPhil,Histor y	60	MA	English,Hind i	2	0
Doctoral (Ph.D)	PhD or DPhi l,Philosophy	60	MA	English,Hind i	2	0
Doctoral (Ph.D)	PhD or DPhi l,Political Science	60	MA	English,Hind i	3	0
Doctoral (Ph.D)	PhD or DPhil,Public Adminstratio n	60	MA	English,Hind i	1	0
Doctoral (Ph.D)	PhD or DPhi l,Sanskrit	60	MA	Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil,Urdu	60	MA	Urdu	1	0
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	60	MSC	English	13	0
Doctoral (Ph.D)	PhD or DPhil,Botan y	60	MSC	English	11	0
Doctoral (Ph.D)	PhD or DPhi l,Geology	60	MSC	English	5	0
Doctoral (Ph.D)	PhD or DPhi l,Mathematic s	60	MSC	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Physic s	60	MSC	English	8	0
Doctoral	PhD or DPhi	60	MSC	English	14	0

(Ph.D)	I,Zoology					
Doctoral (Ph.D)	PhD or DPhil, Economic Administration And Financial Management	60	MA	English,Hindi	6	0
Pre Doctoral (M.Phil)	MPhil,English	12	MA	English	20	0
Pre Doctoral (M.Phil)	MPhil,Geography	12	MA	English,Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Hindi	12	MA	Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,History	21	MA	English,Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Political Science	12	MA	English,Hindi	20	0
Pre Doctoral (M.Phil)	MPhil,Sanskrit	12	MA	Sanskrit	20	0
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	MSC	English	20	0
Pre Doctoral (M.Phil)	MPhil,Botany	12	MSC	English	20	0
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	MSC	English	20	0
Pre Doctoral (M.Phil)	MPhil,Zoology	12	MSC	English	20	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				95				69			
Recruited	2	0	0	2	53	42	0	95	25	12	0	37
Yet to Recruit	2				0				32			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				42
Recruited	23	4	0	27
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				40
Recruited	16	1	0	17
Yet to Recruit				23
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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.	0	0	0	0	1	0	0	0	0	1
Ph.D.	2	0	0	51	40	0	14	10	0	117
M.Phil.	0	0	0	1	1	0	2	1	0	5
PG	0	0	0	1	0	0	9	1	0	11

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	6605	2	0	0	6607
	Female	1734	4	0	0	1738
	Others	0	0	0	0	0
PG	Male	592	2	0	0	594
	Female	712	10	0	0	722
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	851	751	896	680
	Female	222	200	188	145
	Others	0	0	0	0
ST	Male	31	34	29	31
	Female	20	8	13	9
	Others	0	0	0	0
OBC	Male	1567	1859	1740	2066
	Female	477	538	476	371
	Others	0	0	0	0
General	Male	740	676	827	746
	Female	329	259	232	219
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		4237	4325	4401	4267

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 2187

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
133	139	138	141	140

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9661	9422	8979	9221	8410

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
2441	2496	2484	2332	2321

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2427	2229	2315	2271	1874

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
134	140	144	151	151

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
168	168	168	168	168

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 96

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
204.40	5.11	20.73	20.38	57.5

Number of computers

Response: 92

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The College is affiliated to Maharaja Ganga Singh University, Bikaner and implements the curriculum prepared by the University. **The College has developed a structured and documented process to ensure effective curriculum through a well planned documentation process.** At the beginning of the academic session a **class wise and teacher wise time table** is prepared. The **timetable is displayed on general notice board and departmental notice boards.** At the college level the **implementation of the curriculum** within the stipulated time **is monitored and regulated by the Head of the Institution and In-charge of the Department respectively.** The In- charge of the department discusses the syllabus and the course plan. It is further ensured that innovative teaching practices and methodology are incorporated for effective execution of the curriculum. **The dates for annual theory and practical examinations are announced by the University on its website.** IQAC periodically monitors the coverage of syllabus and progress of the lab sessions, etc. **Each faculty member has its own separate documentation including the student register.** On the basis of this student register, departmental documentation is done. For **practical classes attendance and documentation is done lab wise for a complete record of experiments conducted and completed by each batch.** Some of the measures taken for effective functioning and delivery of the curriculum in the institution include:

- **Class-room lectures:** Lecture materials include notes, slides, PowerPoint presentations, animations and references to additional e-resources like NPTEL, e PGPathshala, Swayam etc.
- **Practical sessions and lab activities:** Lab manuals are prepared containing experiments based on the syllabus.
- **Assigning projects to the students:** Field work, case studies, social surveys are part of the curriculum in many subjects like Sociology, Physics, Geology, Geography, Botany, Zoology etc. Also from the previous session, a paper on case study has been introduced in the PG curriculum of many subjects.
- Providing exposure to **research activities** like organizing seminars, symposium, and workshops for post graduate students in all disciplines, writing dissertations
- Using **innovative pedagogical tools and techniques:** The syllabus is also enriched by adding content beyond the basic subject contents for knowledge and conceptual clarity of the subject.
- **Extension/Guest Lectures** by subject experts.
- **Interactive sessions** inside/outside the classrooms.
- **Application of theoretical knowledge** through fieldwork and practical /experiments.
- Providing **e-content and Study material**
- Provision of **extra/remedial classes for slow learners.** Resources like relevant websites and e-resources are made available for advanced learners.

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description**Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 175.69**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
50	51	55	46	51

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)

Any 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 Programs offered during last five years****Response:** 2.88**1.2.1.1 How many new courses are introduced within the last five years**

Response: 63	
File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 87.22	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 116	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years				
Response: 0				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0
File Description	Document			
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document			

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
Response:
The compulsory papers on Environmental Studies and Elementary Computer Applications at the UG Part I level are the two significant initiatives that address and integrate Environment and Sustainability,

Human Values and Professional Ethics in the curriculum. The conveners and members of BOS update and revise the curriculum keeping in mind the current and relevant social issues. Different elective papers at both UG and PG level in the curriculum also integrate cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics such as **Human Rights and Duties, Cultural Geography, Labour Economics, Environmental Physics, Spirituality and Management, Indian Epics and Management, Justice, Equity, Law and Authority**, etc.

Environment and Sustainability: The compulsory paper on Environmental Studies (103) for UG part I in all streams has been designed with the objective of integrating environmental concerns and sensitizing students towards environmental and sustainability issues. This paper also includes fieldwork, **visit to a local area to document environmental assets, visit to a local polluted site and study of the ecosystem.** Environment Day is also celebrated every year, and regular cleanliness drives are conducted. The familial forestry division is a unique initiative towards eco-friendly campus and exemplary move in this direction.

Human Values: A good number of **papers in Post Graduation** across all streams address human values, gender concerns and professional ethics in some way or the other. The Human Rights Cell, NSS, NCC and Ranger Rover Cell of the college also organize various activities emphasizing Human Values and environmental concerns. The activities include the celebration of **Human Rights Day, blood donation camps, health check-up camps, etc.** **Guest lectures by experts, spiritual gurus and luminaries** are initiatives towards inculcating social, moral and ethical values in the students.

Professional Ethics: The compulsory paper on Elementary Computer Applications (105) has been designed to upgrade and update the learners with **basic computer knowledge** and equip them with the best of employability skills. Course content, seminars, workshops, field trips, Student Council, co-curricular activities, sports are also some of the initiatives that instil professional ethics among students. It is **mandatory for research scholars** to understand and follow ethics related to research. Some of the other initiatives to promote professional ethics include **training** for supporting staff related to **ICT, office procedures and accounts. Lab assistant training for safety in laboratories** and ICT training for the teaching staff also reflect institutional initiatives. The **code of conduct** and **core values on the college website** are also among the significant steps towards fostering of professional ethics.

Gender:: Special papers in History, Public Administration, Political Science, English Literature like III-Women in Indian History, VIII (B)-Women's Writing, III-Indian Social System etc. address gender issues and concerns.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 75

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five

years	
Response: 75	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 4.25	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 411	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A. Any 4 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 92.94

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4516	4237	4325	4401	4267

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4880	4620	4600	4660	4640

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2441	2496	2484	2332	2321

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The college is affiliated to M.G.S University and the students are only assessed during the annual examination conducted by the affiliating university. But the college makes various efforts to assess the learning levels of students starting soon after the admission process. **The mentors start the process of identification of the students' learning levels, interests, articulation abilities and prospects through interactions in class and laboratories, departmental seminars and performance level in class tests. Class tests for UG and PG and seminars for post-graduation students are a mandatory activity.** These internal tests help the teachers a lot in assessing the learning levels of students. This helps the students to analyze their preparations and know the problem areas related to subject content. **Feedback is also collected from related subject teachers and from the admission committee. This feedback helps in categorization as advanced learners and slow learners.** After the process of identifying the mentors convey this information to the faculty and respective committees. **It is also mandatory for students of first year undergraduate program to enroll in one of the extension activities viz NCC, NSS, Ranger/Rover, Women Cell etc. as per their aptitude and the mentors help them in this selection.** After the completion of the admission process, the ball starts rolling and certain steps are carried out to enhance skills for both types of learners. **Some of the measures taken for the slow learners are:**

- Extra classes for problem-solving and course content
- Modifying teaching strategies as per needs
- Group study supervised by the teacher
- Personal counseling
- Parent interaction
- Assignments and study notes provided by teachers

- Skill development activities
- Mentoring to instill confidence
- Identifying weaknesses and strengths.

Some of the measures taken for advanced learners are:

- Skill development programs
- Guest lectures and extension lectures for competitive exams
- Debates, presentations
- Counseling for goal setting
- Responsibilities in literary and cultural activities
- Motivated to make use of open access e resources and related feedback.
- Training related to computers and IT

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio	
Response: 72.1	
2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0.34	
2.2.3.1 Number of differently abled students on rolls	
Response: 33	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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 experiences
Response:
Holistic development and meaningful learning is the motto of Dungar College and this is made possible through an atmosphere of support and students-teacher interaction. Every effort is made towards the active involvement of students in the whole process of teaching and learning. Student-centric education is the most distinctive feature of the college. Other than traditional classroom teaching, the teaching-learning

process in the college strongly focuses on **enhancing skills, experience and knowledge**. Experiential learning, participative learning, and problem-solving methodologies implemented inside and outside the classrooms include:

- **Providing a conducive and opportune teaching-learning environment:** Extending an atmosphere for nurturing values, skills, and critical /creative thinking is the first step towards making learning experiential.
- **Activity Learning through Educational Tours and Excursions:** Field trips, excursions, educational tours are conducted regularly in Botany, Geology, Geography, Zoology, History, and Sociology. Role plays, games and interactive sessions in the classroom also initiate participatory learning.
- **It is mandatory for students seeking admission at the first-year level to opt for any of the extra-curricular activities offered by the college. Co-curricular activities are undertaken with an aim to move beyond the realm of formal learning and foster creative and critical thinking.** Activities like debates, quiz, poetry recitation, skits, drama, song, and dance competitions are organized regularly. Other platforms that focus on participative learning include college magazine *Manisha*, **Language Club**, *Creations (a club for the promotion of creative faculties)*, **Film Club**, etc.
- **Guest/extension lectures by experts:** The subject experts are invited periodically and these help in providing added and updated knowledge of the subject and enhances the learning experience.
- **Departmental Libraries:** All departments have an automated library giving access to PG, M.Phil and Ph.D. students.
- **Practical in Laboratories:** The practical in laboratories is performed in batches where students learn from each other thereby encouraging participatory learning.
- **Case Studies:** Case study has been made mandatory in PG programs since last academic session. Earlier also in social sciences, commerce, language research, and science subjects case study helped the students in learning problem-solving.
- **Communication skills training** is provided to students during Language lab sessions. Software is effectively used to train students to acquire proficiency in listening, speaking, reading and writing.
- **Project-based learning** - Certain courses related to Physics, Chemistry, Zoology, Botany and Geology demand project-based Learning. The teachers are the guides to the students in the process of preparation of projects. All the PG courses have project work and or seminars in their final year.
- **Laboratory facilities in all science subjects are well equipped.** Sophisticated Instrumental Laboratory in Chemistry, Zoology Museum, Herbarium in Botany and Ancient rock and stone Museum in Geology are not only helping students of the institution for creative and experimental learning but these are also spotted as visitors place for other institutes.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT	
Response: 134	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 72.1	
2.3.3.1 Number of mentors	
Response: 134	
File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning
Response:
<p>The teachers of the institute understand that innovation and creativity is the essence of teaching-learning and so they go to their classrooms with a passionate and self-reflective attitude. Active learning techniques are used by teachers to encourage innovation and creativity. Learning by doing is one of the most effective tools and other major techniques include:-</p> <ul style="list-style-type: none"> • Learning by Doing Activities and Projects has been designed and developed in Physics, Chemistry, Zoology, Botany and Geology departments for enhancing learning experiences. 15 major experiments of important topics of Physics and 07 experiments of important topics of Chemistry which are part of the curriculum of B. Sc. Classes in Physics and Chemistry both and which are fundamental in nature and useful in daily life have been conducted. • Interdisciplinary Collaborative Activities: GCRC, BIRC, and IDEA are important platforms for collaborative interdisciplinary studies. • Platform and guidance for research: For paper presentations and poster presentations in conferences guidance is extended to PG students. Chemlore (e-magazine) is one such innovative initiative. • Departmental Seminars for PG Students: In all PG departments seminars are organized as per the focal theme of the program and course. It develops presentation skills. • Film Club: VLXI, designing, script writing cinematography are being done by postgraduate students of the institute with the use of original editing software. • Teaching aids: With the advent of new technologies, the institute has readily adapted to the use of

technology in teaching. Smart classrooms, interactive e-boards, LCD, slide projectors, DVD players, computers, and internet connectivity has facilitated the learning process. Open access e-resources are also used and suggested to the students. Images, examples, visuals, audios, and videos through PowerPoint presentations and lectures make teaching and learning interesting.

- **Real-life situations, role plays games and activities in the classroom also generate interest and creativity in learners.**
- **Encouraging and providing situations for the development of divergent and convergent thinking**
- **Skill Development:** Besides teaching, for overall personality development of the students' various activities are organized. Such activities are organized by Youth Development Centre, NSS, NCC Rover/Ranger, and Girl Guide troupe.
- **Teaching strategies:** The classroom strategies of teachers include interpersonal communication and brainstorming making the curriculum and teaching interesting by connecting content with real-life situations, encouraging innovative ideas, helping and guiding the students to look at things differently, grooming skills and specific understanding of contexts.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 85.71

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 84.02

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
118	121	121	122	122

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 20

2.4.3.1 Total experience of full-time teachers

Response: 2680

File Description**Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 14.58

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	9	6	3	1

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 4.52

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	8	8	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level

For any academic institution ascertaining the degree of achievement or value in regard to its aim and objectives is very important. **The college is affiliated to MGS university and the students are only assessed during the annual examination conducted by the affiliating university. The institution thus does not have any direct process of continuous internal evaluation but the college has its own modus operandi for the same and implements evaluation procedures during the course of the academic session to evaluate the learning capacities of its students at various levels :**

- As per the curriculum, in all the science subjects it is mandatory for PG students to participate in the departmental seminars and students are evaluated on the basis of their **presentations and marks are included in their practical exams**. The Head of respective Departments call a meeting at the beginning of the academic session and discuss the previous year results and plan the teaching plan for the current year. The suggestions received are then implemented to improve the performance of students and for the effective execution of the curriculum.
- In all the subjects where practical exams are part of the curriculum, **it is mandatory to submit a practical record that is evaluated and marks are added during the final consolidation of results. The project** report is also compulsory in some of the subjects and is considered for assessment.
- Periodical class tests are also conducted on a regular basis which help the students in their preparation for the final exam.
- In Post Graduation and M. Phil degree program, there is an option of writing a dissertation on the topic chosen by the student under the supervision of the faculty. All such endeavours contribute indirectly to the evaluation process because they are like formative exercises for the students.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The college is affiliated to MGS university and the students are only assessed during the annual examination conducted by the affiliating university. The institution thus does not have any direct process of internal evaluation. In all the subjects where practical exams are part of the curriculum, it is mandatory to submit a practical record that is evaluated and marks are added during the final consolidation of results.

The project report is also compulsory in some of the subjects and is considered for assessment. All the teachers are in the examination panel of the University and they render their services in setting the question paper and evaluating answer books. The college acts as an important center for assessment of answer books of the University Annual Examinations. The Principal acts as the coordinator for the assessment center. The answer books are provided a code number by the University and the evaluation process is transparent. The marks are filled in the OMR sheet and complete secrecy is maintained. The University declares the result well in time.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The college is affiliated to Maharaja Ganga Singh University, Bikaner and it follows an annual examination scheme as per the University calendar. **The college is a big center and almost 2000-2500 students appear for their exams every day during annual examinations.** Almost all the teachers are in the panel of examiners for paper setting and evaluation of answer books. **Any representation regarding question paper, examination related issues and evaluation is forwarded to the University. During the exams, unfair means case and grievance related to question paper are forwarded to the university immediately for necessary action.** The examination procedure is completely transparent:

- The time table is displayed on the university website
- Admit cards are generated online.
- The examination process is looked after by center superintendent and assistant superintendents. The answer sheets are distributed room wise along with question papers and attendance sheets to the invigilators. After examination, the answer sheets are collected by the invigilators and submitted to the Examination Committee for further process.
- The invigilation duties and attendance sheets are generated online.
- The payment for invigilation duties is done online.
- The question papers are kept in safe custody in the strong room.
- The answer books are coded.
- The answer books are evaluated fairly in time and results are declared and displayed on the University website.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The academic calendar prepared by the Commissionerate College Education, Rajasthan at the beginning of academic session specifies **the number of working days, the date of commencement and end of the academic session, dates of class tests, co-curricular and extra-curricular activities, scholarship calendar, and number of working days, holidays and vacations.** Teaching plan is framed in accordance to the availability of number of working days in each session based on proposed academic calendar .An internal Department wise time table for theory classes, practical lab sessions and course plans is also discussed and prepared. **For undergraduate courses a centralized time table is prepared and for post**

graduate courses it is framed by the respective departments. The college is affiliated to the University and the students are only assessed during the annual examination conducted by the affiliating university which frames the Examination time table. **The institution thus does not have any direct process of continuous internal evaluation but the college has its own modus operandi for the same and implements evaluation procedures during the course of academic session to evaluate the learning capacities of its students at various levels:**

- As per the curriculum, in all the science subjects it is mandatory for PG students to participate in departmental seminar and students are evaluated on the basis of their **presentations and marks are included in their practical exams.** The Head of respective Departments call a meeting at the beginning of academic session and discuss the previous year results and plan the teaching plan for the current year. The suggestions received are then implemented to improve the performance of students and for effective execution of the curriculum.
- In all the subjects where practical exams are part of the curriculum, **it is mandatory to submit a practical record which is evaluated and marks are added during final consolidation of results.** Project report is also compulsory in some of the subjects and is considered for assessment.
- Periodical class tests are also conducted on regular basis which help the students in their preparation for the final exam.
- In Post Graduation and M. Phil degree programme there is an option of writing a dissertation on the topic chosen by the student under the supervision of the faculty. All such endeavours contribute indirectly to the evaluation process and work as formative exercises for the students.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The college is committed to quality education and it makes all efforts to deliver the best of education to its learners. The college has 22 departments in all, 13 in humanities and social sciences, 6 in science and 03 in commerce. The UG programmes are B.A, B.SC, B.COM, and PG programmes are M.A, M.SC, and M.Com. The college is affiliated to Maharaja Ganga Singh University, Bikaner and it follows the curriculum prepared by it. The faculty members contribute in the capacity of BOS members and conveners for curriculum enrichment.

- **Communication of PO/CO to students:** The results are displayed on the university website. The learning outcomes of final year UG and PG programmes **are also displayed on the college website.** There is a help desk in the college where faculty members of all streams are available even during the summer vacations. The students seeking admission in the first year seek advice from teachers and discuss the CO/PO and POs. This helps them in selecting electives and extension activities offered by the institute.
- **Communication of PO/CO to faculty:** The faculty members discuss the programme outcomes in their respective departments. The department-wise time table is discussed and the **teaching plan is prepared keeping in mind the results of the specific programmes.** The outcomes for all courses, programmes and elective papers helps the teachers evaluate the objectives of the subject content.

This evaluation also helps the teachers **identify the learning capacities of the students and take corrective measures accordingly**. The **mentors** help the average achievers to attain better outcomes and motivate the advanced learners to aim for bigger goals. The students have shown brilliant performance in the University exams and the overall result percentage is almost around 90%.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The College is the largest college of Western Rajasthan. The curriculum design and delivery in the institution aims at employability skills and competence. **The graduate and postgraduate programmes equip the learners for job opportunities in central and state government services**. Though the college is not offering any technical courses but all the traditional programmes and curriculum is designed to deliver the best of knowledge. The programme outcomes and course outcomes primarily aim at imparting knowledge and skills which is critical for building students 'competence and personality. **There is also an emphasis on the holistic development of the students as the learning outcomes focus on imparting values and ethics and enhancing their interpersonal and communication skills. Besides classroom teaching and syllabus, the subject content not covered in the curriculum is also important and all efforts are taken to accomplish the same.** The programme and course outcomes are evaluated and corrective measures are taken:

- The evaluation process involves the analysis of feedback on curriculum, teaching, progression to higher education, skill development programmes, placements and updated curriculum for competitive exams.
- Programme and course outcomes are also discussed and evaluated in the Academic Council and Board of Studies.
- The faculty is also encouraged to update their subject knowledge and keep pace with changing trends in teaching methodology and delivery by pursuing higher studies, participating in faculty development programmes and seminars.
- Few PG programmes and a few UG programmes have a mandatory field trip and this along with other forms of experiential learning events like workshops/seminars/ is used to evaluate the outcomes indirectly.
- The PO attainment of the postgraduate students is also evaluated on the basis of their research output in the form of paper presentation and publications.
- The programme outcomes and programme specific outcomes are also discussed and evaluated on the basis of student progression to higher education and placement.

2.6.3 Average pass percentage of Students**Response:** 90.26

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 2429

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 2691

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.39

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 159.66

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	14.37	18.0890	127.196

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 61.94

3.1.2.1 Number of teachers recognised as research guides

Response: 83

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.04

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

Response: 6

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 720

File Description	Document
Supporting document from Funding Agency	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Ecosystem for innovations:

Institute is having common R&D Cell and each P.G. department is having separate DRC. The R&D Cell comprises of faculty members from various departments of the institute. This committee oversees the smooth and efficient coordination of research and development activities in the institute, thus fostering overall growth. The DRC comprises of three faculty members of that department including the head.

In addition to it the institute has also developed Kalam Learning Center which is acting as a basic incubation and learning center for students.

Aims and Objectives of R&D Cell

Following Aims and Objectives have been set by the institute for itself with regard to R&D activities.

Aims

- To inculcate the spirit and culture of research amongst faculty and students.
- To enhance interaction and cooperation between researchers for interdisciplinary and multidisciplinary work.
- To forge academic and research collaborations with national and international universities, government agencies and industries.
- To establish links with various R&D organizations and funding agencies for sponsored and contract research.
- To take up problems faced by the local industry and provide solutions to them.

Objectives

- To organize research promotion events like conferences, seminars, workshops, invited lectures, webinars.
- To motivate faculty for doctoral and post-doctoral research.
- To encourage faculty to undertake research projects in thrust areas in science and technology with funding from various national and international agencies.
- To promote research publications.

Entrepreneurship Development Cell:

To promoting An Entrepreneurial Mindset, the institution has an entrepreneurship development cell, that encourages forging a relationship between the industry and the institution. The individual department interacts with the industry to ascertain its needs to fill the gap in the curriculum. The gap is filled by arranging workshops addressed by industry personals. Industry institution relationship works in the following areas: Industrial visits for students and faculties. Field and site visits of students. Consultancy and sponsored projects. Faculty members regularly interact with the industry to understand functional challenges through applied research or student projects. Project conceived by the students is used as a case study in a few industries. Expert lectures by industry personals for students. Conducting joint technical programs & events with industry. Startups and need-based workshops are also organized.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 10

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	6	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 1.83

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 152

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 83

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 1.73

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
67	76	48	33	25

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response:** 0.81

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
41	16	23	16	20

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Education is meant for social discipline and efficiency. College is one such agency whose contribution is highly expected by the Society by way of nurturing its students. Higher education has objectives such as reestablishment of human principles, character building, promotion of abilities, cultivation of self-respect to foster moral values, spiritual thoughts, creating the feeling of universal brotherhood, developing scientific attitude. The College takes initiatives to organize various such extension activities to gratify social responsibilities:

- **Plantation:** Being located in the part of the “Great Thar Desert” plantation is of utmost ecological importance and this ‘Desert Greening’ has been effectively carried out by the students of the College. The saplings were planted not only within the Campus but also in adjoining areas. Organization of Camps on “Harit Rajasthan” was another effort towards the same performed by NSS volunteers.
- **Cleanliness drives:** Practicing on “Swachh Bharat” concept, a number of camps were organized by the College. The students not only cleaned the campus but also went to neighboring villages. They worked with great dedication and wholehearted support was extended by the Society too. Further, health and hygiene go together and it is very important to prevent diseases to maintain good health. Such drives were therefore very fruitful especially where stagnant water points, the breeding grounds of vector insects were cleaned.
- **Yoga and meditation:** Practicing yoga helps improving flexibility, balance, endurance and physical strength, while meditation helps to keep the mind sharp and clear, relieves stress and improves overall well-being. The College, therefore, organizes regular camps on ‘Yoga and Meditation’ which helps the students to attain a deeper state of relaxation and creating ‘Mental Discipline’.
- **Blood donation camps:** Blood donation is a life-saving endeavour and a sign of humanity that unites people irrespective of caste, creed and religion. The College organizes this activity at least once during each academic session and students donate blood, as a religious gesture towards the society.
- **Social Issues of concern:** Camps on different social issues are organized from time to time on

topics like “Saving the girl child”, awareness towards ‘AIDS’ and so on. Various competitions related to this viz. Rangoli, slogans, posters etc. are also held to percolate the message related to the concerned issue in the Society.

- **Voter awareness:** The constitution of our Country gives every citizen the power to elect its own government by the ‘Right to Vote’. But unfortunately, most of the citizens do not execute this right and therefore this task of “Voter Awareness” is accomplished through the organization of camps for the betterment of the Society.

Overall, the aim of inculcating social values among students, making them aware towards social issues and solving them with the help of local community, nurturing them towards social justice and cause and enhancing their responsibility and personality, resulting in a socially mature individual intellectually as well as emotionally and making them a worthy citizen of the Society is thus achieved by the College.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 8

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	1	1	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 150

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
30	33	27	30	30

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 37.65

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5087	4374	1973	2699	3189

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 2

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institution makes optimal use of buildings and also ensures sufficient space for all departments and common facilities. **There are well equipped state-of-art laboratories and departments.** The college has its own bore well, an overhead water tank with a capacity of five lakhs litres, and 3” dedicated pipeline of fresh water supply from PHED, a need in this desert area. Most of the students use a bicycle as a mode of transport, the college campus has a provision of two-wheeler parking stands. To combat power cut situations, **the institute possesses a 125 KW generator lodged in the main building and two additional 1 KW generators in Science and Chemistry block each. Each department individually is equipped with at least one computer and internet facility.** The physical facilities in the college are as follows:

- The **main building** harbours the Administrative, Academic and Establishment Sections, Chambers of Principal and Vice-Principal, Departments of Social Science and Humanities, Department of Physics, Department of Commerce. The campus also embodies of separate **Chemistry Block**, a **Science block** comprising of **Departments of Zoology and Botany**, a **Geology Block** and **Drawing & Painting Block** comprising of **four laboratories**, a **Central Library**.
- **Classrooms:** There are 51 traditional classrooms, 04 lecture theatres, 25 Practical Laboratories, 11 Smart Classrooms with Interactive Boards. Each department individually is equipped with at least one computer and internet facility.
- **Facilities for Research:** Most of the Science Departments and Department of Geography offer additional academic and research facilities viz., the Department of **Zoology** has rich Zoological Museum, two centralized instrumentation laboratories one funded by DST-FIST and the other by DBT- under star college scheme, one central computation laboratory supported by DST-FIST, an animal house, well equipped UG and PG practical laboratories, research laboratories for Developmental Biology, Radiation Biology, Environmental Biology, Entomology and Wildlife Management; the Department of **Botany** harbours one of the best Herbariums of the state. It has 03 UG laboratories and 05 research laboratories carrying on Research associated within the fields of pathology, ecology, aerobiology, plant taxonomy, biotechnology, and herbals etc.; the Department of **Chemistry** consists of 04 UG laboratories, 02 PG laboratories, and 01 M.Phil and 05 research laboratories including Green Chemistry, Werner lab, and Water Chemistry lab. In addition, the department has one sophisticated instrumental laboratory; the Department of **Geography** besides having UG and PG laboratories has a state of art Remote- Sensing and GIS laboratory for assessment of changes in earth, land use, and land cover at various spatial and temporal resolution and linkages of geographic data of various socio-economic activities in order to generate geospatial data.
- **ICT Lab:** ICT laboratory is equipped with twenty-five computers, LAN connection and LCD projector along with a white screen.
- The college central library has about 1, 50,000 books classified and indexed. The whole library is facilitated with Wi-Fi network and is completely automated. All the departments have independent libraries.

File Description	Document
Any additional information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Response:

Facilities for sports:

- **The College has adequate facilities for indoor games and outdoor games.** Various sports played by the students of the College include Hockey, Football, Cricket, Tennis, Volleyball, Basketball, Kho-Kho, Kabbadi, Boxing, Wrestling, Shooting, Archery, Cycling, Athletics, Table tennis, Chess, Carom and Swimming, the facility of a few although being not available in the College premises are played elsewhere for which a prior official permission is sought by the Institute.
- **The indoor games include chess, carrom, and table tennis while the outdoor games played are cricket, football, hockey lawn tennis, basketball, volleyball and kabbadi. There are six sports courts and ground viz., Tennis court, Basketball court, Volleyball court, Cricket and football and Hockey playing grounds.** Most of the students of this College are from a rural background as do well in their academics they perform well in sports too can be confirmed by the medals won by them in different events. The College sports committee takes care of various team selections, holding competitions, taking teams to different places during tournaments etc.
- **Sports Complex** in the College is now at a stage of completion and would be a very good addition to the sports facility. It includes Multipurpose Indoor Hall of size 60X40m, Volleyball Court of 24X17m and Basketball Court of 30X17m (with portable Goal unit), all of high international standards having synthetic (acrylic) surface laid over an Asphalt base, along with proper Referee Chair. (website link)
- There is a sports room where sports articles and records pertaining to them are kept.
- The players are provided a kit, t-shirts for practice.
- There is a provision for TA/DA for participation in State and National events.
- There is also provision for refreshments to participants.
- There is also a provision of mementos and certificates for winners.

Facilities for cultural activities:

- There is a Hall '*The Pratap Sabhagaar*' and an open Arena '*The Ram Rangmanch*', these are two places where most of the Academic activities like Essay Poster and Slogan, Painting, Photography Competitions, Poetry recitations etc. and cultural activities like Solo & Group songs, Solo & Group dance, Plays, Skits, Fancy Dress, Mono acting etc. Competitions are organized.
- There is a green room for preparations of cultural events.
- Students who represent the college at state/ national events are given TA/DA.
- There is also provision for refreshments to participants.
- There is also provision of mementoes and certificates for winners.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 16.67**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 16

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 100**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
204.4	5.11	20.73	20.38	57.5

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

“ Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors and the most patient of teachers”-

Charles William Eliot

The quote emphasizes the significance of books and the place where these are lodged, therefore is definitely a place of worship and that is none other than a library. To cater to the needs of the students, the college offers good reading material in the form of books, periodicals, encyclopedias, magazines, newspapers etc. It is a place that is used for acquiring knowledge and gathering information. The college library is neat and clean and with comfortable furniture. It provides a peaceful and scholarly environment which is an incentive to study. There are separate reading and reference rooms. The library staff is also very co-operative and renders all sorts of help needed by the students and faculty equally. The students are issued library cards and besides reading in the library they can also get the books issued, carry them along and return them after reading, limited time is of course given to restrict unwanted keeping the books by students and bringing them back for rotation among other students. Undoubtedly, the college library is a boon to students in this region as the college has the maximum number of students from a rural background and poor economic status:

- The college library has about 1, 50,000 books classified and indexed. The library is situated in a separate independent building which includes two reading halls, one reference room and one room with computer facility.
- The whole library is facilitated with Wi-Fi network and is fully automated since 2018. The LMS application functions through built-in web OPAC interface.
- Govt. Dungar College is a registered beneficiary of the project National Library and Information Services Infrastructure for Scholarly Content (N-LIST), which is jointly executed by the e-Shodh Sindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium since the year 2014.
- The scheme provides access to e-resources to students, researchers and faculty from colleges and institutions through servers installed at the INFLIBNET Centre. The authorized users from colleges can access e-resources and download articles required by them from the publisher's website through servers at the INFLIBNET Centre. The scheme provides access to more than 6000 +e-journals along with back files for 10 years and 97000+ebooks.
- Name of the LMS software: Built-in Web OPAC Interface LMS Applications
- Nature of automation (fully or partially): Fully
- Version: e-library
- Year of automation:2018

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**Response:**

The college library has a good collection of rare books, books that have enhanced value. The oldest book in the library is *The History of Hindoostan* published in 1768. The rare book and old book collection in the library contains books on varied subjects viz. History, Philosophy, Religion and Literature. The list of books attached speaks volumes about the College library.

A list of few rare books out of more than 1283 books available:

S.NO	Name Of Book	YEAR OF PUBLIS
1.	History Of Hindoostan: From The Earliest Account Of Time To The Death Of Akbar. Tr From The Persin Of Mahummud Casim Ferishta Of Delhi	1768
2.	Imagination And Fancy	1803
3.	Later Mughals	1822
4.	Heart Of Mid-Lothian	1818
5.	Text Book Of Deductive Logic	1833
6.	Christmas Books	1843
7.	Leaders In Literature	1862
8.	Dramatic Essays	1896
9.	Imperial Gazetteer Of India	1908-09
10.	Mental And Moral Science	1868
11.	Shringar Tilkam	1844
12.	History Of King Arthur	1893
13.	Ancient India	1893/1927
14.	Ramayan Of Valmiki	1870
15.	Ain-I-Akbari	1873
16.	Comprehensive History Of India	1874

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 2.73

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.7	0.65	3.92214	1.7	6.69184

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 0

4.2.6.1 Average number of teachers and students using library per day over last one year

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college is constantly extending and expanding its IT resources in terms of computers, Management Information Systems, Learning Management Systems, operating systems, and servers etc. The augmentation and updation of IT facilities in the college is reflected in the following:

- **The establishment of the ICT laboratory:** This laboratory is furnished with an Overhead Projector, 25 Computers with internet facility, besides relevant required furniture.
- **There are eleven rooms with a smart board facility.** These classrooms are used by PG departments for teaching, seminars and small workshops.
- **The video conferencing room** in the college is used for virtual meetings with the Commissionerate College Education and District Administration.

LMS:

- Audio-Video tools, LCD projector in various departments, Smartboards in different departments, Computers with LAN connections in every department, E-mitra plus machine, E-podium for recording e-lectures, Personal laptops, Wi fi, (bandwidth with more than 50 MBPS/GBPS , Digital visualiser etc. are some of the learning management systems used by the college.
- A VSNL lease line has been laid down extending into various blocks and Departments. The bandwidth is > 50 MBPS.
- There are 32 CCTV cameras which have been installed in the Main building, Science Block and Geology Block, Library and the main TV screen is placed in the Principal's Chamber for constant observation.
- The number of Computers in the College is 92. There are in all 25 Browsing Centres.
- Seven Biometric machines have been installed for monitoring attendance of teaching, non-teaching and research fellows.

MIS:

- Notices and circulars regularly displayed and circulated among students, faculty and staff members for day to day execution of works of importance.
- Admission: online admission process for UG and PG students implemented by Commissionerate College Education, Rajasthan . The admission module on the college website also provides an essential link and information to complete this process. Merit is also generated online and uploaded on the website.
- Attendance: centralized management information system to record the biometric attendance of faculty and staff and also of research scholars availing fellowships.
- Accounts and Finance: Monthly salary bills of all employees through Pay manager Portal
- E tendering module helps in procurement of goods and items and placing orders.
- E prospectus uploaded on the website gives information related to subject combinations, academic calendar, admission policy and code of ethics.
- Examination forms, permission letters, course outcomes all through centralized university module on the university website

- Examination conducted through in house software developed indigenously.
- LAN for access to database of students' academic performance and other queries.
- Various Govt and citizen apps and modules on SSO give access to the facility of property return, provident fund, profile of employees and also applying for leave.
- Faculty service records updated and available on IIHRMS and HTE portals.
- Payment of fellowships and scholarships of UGC, ICSSR, CSIR etc through PFMS.
- Payment of various Scholarships through SSO module

4.3.2 Student - Computer ratio

Response: 105.01

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, as a percentage during the last five years**Response:** 100

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
204.40	5.11	20.73	20.38	57.5

File Description**Document**

Details about assigned budget and expenditure on physical facilities and academic facilities

[View Document](#)**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.****Response:**

Being a State Government College, Dungar College does not enjoy autonomy indirect governance as far as structure, system, and policy matters are concerned. But it has operational freedom in the implementation of available resources, be it physical or financial. The College takes direct initiative in the maintenance and upkeep of infrastructure and support facilities **through the various committees constituted at the beginning of the academic session for effective planning and implementation.** The college building and maintenance committee not only monitors the quality of maintenance of existing infrastructure, equipment but also proposes requirements. The State Government, CCE, and RUSA allocate a specific amount to Govt. Colleges for maintenance. The proposals for other requirements related to maintenance are submitted to the College Development Committee, UGC and sometimes also to the Alumni association. **Governing and Monitoring bodies in the form of the Board of Governors (BOG) and Project Monitoring Unit (PMU) for monitoring the progress of the project.**

Laboratory: The In-charge of each department and respective in- charges of labs monitor the maintenance of the same. Supporting Staff and Lab Assistants help and support the faculty and students during practical lab sessions. Lab equipments are also strictly inspected by lab assistants before the commencement of practical classes and examinations. Logbooks and users register are maintained and the Instruments are used in the presence of teachers. Funds procured from State/Central Governments, UGC, Lab fee and RUSA are utilized for lab maintenance. Electrically sensitive equipments are provided with necessary back up to ensure steady functioning In case of disruption in power supply, the diesel generator having a capacity of **125 KVA** functions as the substitute source.

Library: Library facilities are open to students from 9 am to 5 pm. Maintenance and utilization of library resources are done strictly following the library rules. The library is situated in a separate independent building which includes two reading halls, one reference room and one room with computer facility. The whole library is facilitated with Wi-Fi network and is completely automated. The librarian not only

monitors but also maintains the library infrastructure, funds, and utilization of funds.

Sports: There is a post of PTI but since his superannuation, the post is lying vacant. Presently the college sports committee works like all other committees. It monitors the maintenance of playgrounds and sports events.

Computers: The computers in departments are maintained and looked after by respective departments. The ICT lab is maintained and monitored by the ICT committee. External agencies are called in case of any repair beyond the scope of the system administrator or In-charge.

Class Rooms: The classrooms are well maintained and looked after by supporting staff monitored by the office. Most of the departments maintain departmental libraries with proper stock and issue register.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 12.91

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1536	1400	1297	1247	491

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.14

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	13	13	13

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development

- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 3.64

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
497	624	337	248	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response: Yes****File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years**Response: 12.94**

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1510	29	9	13	4

File Description**Document**

Details of student placement during the last five years

[View Document](#)**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response: 16.4**

5.2.2.1 Number of outgoing students progressing to higher education

Response: 398

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 56.25

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
39	0	1	0	2

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
48	0	1	0	2

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	8	4	3

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

The democratic process finds its roots in academic institutions. Students Council known as **Student's Union** is formed in the college as per the recommendations and guidelines laid down in the *Lyngdoh Committee* and the government of Rajasthan orders and notifications issued from time to time. There are direct elections for the post of **President, Vice-president, General Secretary, and Joint Secretary and C.R(class representative)**. The indirect elections are held for the post of Cultural Secretary, Literary Secretary, Games Secretary, Common Room Secretary, UG representative and PG representative. The role and responsibilities of student Council and representation of students in academic and administrative bodies are reflected in the following endeavors:

- Student Union representatives play a major role in planning and execution of all the developmental activities related to academics and administration of the college. **President of the student union is the member of 'Mahavidlaya Vikas Samiti 'by virtue of being the students' representative.** He protects the rights of students and proposes various works to be undertaken on behalf of students. **Student's union acts as an important channel for the generation of feedback, responses, and grievances of the students** at large. This helps the college administration to work and improve in the areas demanding immediate attention and resolving of issues.
- **Student's Union also plays an important role in the conduct of cultural week 'Sumanglam'** where every potential of artistic personality is explored through cultural and literary competitions. Cultural secretary plays a vital role in this activity.
- **Games week** is also organized where the role of games secretary is very important. He is an integral part of conduct committee of all games and sports interclass and open competition. The secretary also plays a pivotal role in the participation of college teams in inter-college competitions.
- **The departmental associations and clubs have student representation. The students actively participate and manage departmental seminars, library, and supervise assignments.** In field

and community activities the students not only participate but are also assigned important responsibilities.

- **Student representation is also prominently evident in college magazine *Manisha* , IDEA (Interdisciplinary Educational Association), PG departmental seminars, and Community Connect Programme.**
- **Student representation is also evident in extension activities** like NCC, NSS, YDC, Ranger/Rover, and various awareness programmes, community services, *Creations* (a club for creative endeavors) and Film Club.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 34.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
37	35	36	31	34

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni and its participation is undoubtedly the key to sustainable philanthropic support and long term success of any educational institute. Govt. Dungar College also has this registered body with over two hundred registered members contributing towards different activities of the College since 2014. The Alumni Association of Govt. Dungar College is a registered body under the name "*Purv Chatra Dungar Mahavidyalaya Vikas Samiti*". It has regularly been promoting the general welfare of the Institution by its services. The Old students of the College not only support their parent institution's goals but also try to strengthen the ties between alumni, the community, and the parent college. Some of the contributions of Alumni are as follows:

- On 10.7.2014 a meeting of the members of this body was held and was decided to fix some

benches in the garden area of the College for students to relax during their leisure time. Very soon it was executed and 15 benches were donated by Alumni, which today serve to be a very comfortable sitting place to students especially during the chilling winter season to enjoy sun heat.

- The College lies in the Thar Desert of Rajasthan which has extremes of temperature and summers are very hot with temperature going up to 500C and water is one of the very important factors in the region. A very significant contribution of the Association in this respect is evinced by the **construction of three water huts with water cooler facilities**. The members of the association also extended their support towards repair and maintenance of some other water points.
- Being dedicated to the cause of academic excellence, the College organizes a number of Conferences, Seminars, Workshops, Lectures etc., most of them being conducted in the Pratap Sabhagar, the Hall meant for the purpose. A good audio system had been a requirement of this hall which was fulfilled by the effort of one of the alumni who donated **the system and now the hall is self-sufficient as far as audio-visual equipments** are concerned.
- The association has also donated **forty computer tables and eighty computer chairs** to the College. The old students have also donated a good number of beds and other furniture for Girls hostel. Besides, a **T.V. has been donated by one of the old students of the College** for the hostel for recreation of the girl students.
- Besides the above activities, **the association gives suggestions regarding improving the curriculum and teaching practices**. It also provides support towards sports activities by sponsoring them in its own way, sometimes by giving travel support and many a times by providing refreshments.
- The alumni have added laureates to the college by attaining top positions at State, National and International levels. They have represented the college in all disciplines and every sphere including education, sports, medical and defense services, industries, literature, administration, art & culture, politics so on and so forth and served the nation.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 3 Lakhs - 4 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response: 5****5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

The leadership and governance of the college is well reflected in its vision and mission. The vision of the College has been to **impart student-centric quality education and inculcate moral values in its pupils**. Being accredited with “A” grade twice consecutively bears testimony to its illustrious and glorified history, growth, development, achievements, leadership, and governance over the years. The College has a defined organizational structure for effective decision making and execution of responsibilities.

- **Nature of governance:** The College comes under the Commissionerate of College Education Rajasthan, Jaipur headed by the Commissioner who manages and administers the government colleges of the state, but at the college level the Principal is the head of the institution. He decentralizes duties and the senior faculty members are given charges of **Establishment section, Accounts section and Academic section** to shoulder various administrative responsibilities. **The Heads/ In charges of various departments act so by virtue of their seniority and are responsible for the functional activities of the Departments.** The performance of every employee, teaching or non-teaching, is appraised by the Principal and reviewed by the competent authority on annual basis covering various aspects of working/ behavior and overall performance. **Regular meetings of the college development committee and stakeholders play a significant role in overall governance viz. planning, deployment, monitoring and execution of agendas pertaining to development, teaching, social responsibilities, and innovative practices.**
- **Perspective plans:** The administrative strategies are planned and executed both at the Commissionerate and at the institutional level. **The members of BOS receive feedback from students, teachers and Vikas Samiti and initiate modifications in the curriculum.** Action is taken on the feedback regarding teaching, institutional social responsibilities, augmentation of facilities and other areas within the purview of the principal. **Matters and requirements related to finance are forwarded to the Commissionerate for further action.**
- **Participation of the teachers in the decision making bodies of the institution:** The constitution of committees for specific purposes clearly reflect effective governance. More than **50 committees** are framed at the beginning of every academic session. **The Staff Council Meeting and respective committee meetings** are called periodically for efficient implementation of agendas related to teaching, curriculum, admission, examinations, students’ union elections, co-curricular and extracurricular activities and any other significant matter related to the development of the institution. The committees are well supported by non-teaching staff.
- **Mahavidlaya Vikas Samiti (College Development Committee):** It works as the liaison between the society and the college. This committee is a big support and it helps in overall development. It also steers and helps in the effective implementation of strategic planning by giving feedback and generating finance

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

A case study showing decentralization and participative management in the institution

The participative management and decentralization practice of the college is reflected primarily in the **constitution of various committees and their effective contribution in smooth functioning of the institution.** The College besides imparting cost-effective education also lays emphasis on holistic development of the students. Ample opportunity and platform is provided to the students for their growth. The college understands the significance of sports in developing skills, participation and health and the same is reflected through the various Sports activities organized with the help of a sports committee. **Overall, 46 staff members are engaged in sports activities clearly reflecting decentralization and participative management.**

One main Sports Committee comprising of 6 members and **Six Sub-committees** viz., Hockey & Football Committee, Chess, Badminton, Shooting & Gymnastic, Basketball Committee, Cricket, Volleyball, Softball, Handball Committee, Judo, Wrestling, Kabbadi, Boxing, Weightlifting, Power lifting and Kho-Kho Committee, Yoga & Wushu Committee, Athletics, Cross country, Cycling, Archery and Tykwando Committee and a separate **Committee for Girls sports activities** has been constituted. The Committee has been regularly organizing Sports events for both boys and girls in the College viz., Shotput, Discuss throw, Long jump, High jump under Athletics; Inter College and Zonal Tournaments of Shooting and Cricket. The students have **secured positions and won accolades at National level Tournaments like All India Inter-University Track Cycling event: Individual as well as Group; All India Inter-University Road Cycling event, All India Inter-University Weightlifting event etc.**

Bikaner has been a well-known name in the field of shooting, and the names of Maharaja Karni Singh ji and Princess Rajyashree Kumari who represented the country at the Olympic Games and Asian Games truly enumerate this. **The college has produced many state and national level achievers, girls being no exception.**

- **Naman Sharma represented the college at all India Inter-University Shooting (10 m air pistol) at Chandigarh in 2014, 2016 2017 and earned bronze medal. She participated in 35th National Games at Trivanthapuram in 2015, 60 sec National Shooting Championship, and 14th all Rajasthan State Open Shooting Championship in 2014, 2015, 2017 and won gold medal.**
- **Dev Kishan Saran won bronze in Individual Pursuit Men Junior Cycling Championship Asia Cup 2017. Dinesh Kumar won silver and bronze in Team Pursuit Men Elite in Asia Cup 2018 and in 2017 respectively.**

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The College has a perspective plan for the overall development and effective implementation of its objectives. The perspective plans and deployment is carried out keeping in mind the vision and mission of the college. **Some of the strategic planning areas include**

- Maintenance and infrastructure
- Teaching and learning
- Human resource management
- Research and innovation
- Community involvement
- Student welfare
- Student participation and representation

Out of these areas, one such strategic plan and its implementation is well reflected in the augmentation of sports facilities and the upcoming sports complex. **The College within its campus has 6 sports grounds and facilities for indoor games like carom and table tennis.** The College has facilities for indoor as well as outdoor sports and the students have been securing positions at National level Tournaments like All India Inter-University Track Cycling event: Individual as well as Group; All India Inter-University Road Cycling event, All India Inter-University Weightlifting event etc. **But looking at the students' strength, interest, and aptitude towards sports, the students and staff of the College had been constantly trying hard for a mega-sports complex as an enterprising step towards honing sports culture and equipping sports competence of the students.** The request for the same was forwarded to the Commissionerate but, being a Govt. College; many times there are constraints in executing some works especially where finance is involved. **The dreams of the students and staff came into existence during the visit of the then CM Smt.Vasundhara Raje Sindhya to the college. A special grant was announced by her for the construction of the sports complex.** The College definitely leaves no stone unturned to fulfill its objectives, is hence proved.

“**Sports Complex**” in the College is now at a stage of completion and would be a very good addition to the sports facility. It includes Multipurpose Indoor Hall of size 60X40m, Volleyball Court of 24X17m and Basketball Court of 30X17m (with portable Goal unit), all of high international standards having synthetic (acrylic) surface laid over an Asphalt base, along with proper Referee Chair.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Organogram on the college website elucidates the administrative setup. The key aspects of the organizational structure of the college are as follows:

- **Administrative set up and function of various bodies:** The College comes under the Commissionerate of College Education, Rajasthan headed by the Commissioner. The senior members of the faculty are given charges of the Establishment section, Accounts section, and Academic section. The staff members include teaching staff, office support staff, Librarian, Laboratory Assistants, Electrician, Pump driver, etc. Various Committees are constituted for different assignments. As the post of PTI is presently lying vacant, a Committee looks after all the sports activities. AAO and accountant deal with the financial matters. Besides, many are recruited on contractual basis via College Development Committee like the Security guards, Gardeners, Safai Karamcharis, typists etc. The teaching staff is assigned various responsibilities as conveners and members of committees. The Administrative structure of *Vikas Samiti*(College Development Committee) comprises of principal, representative of the district collector, representative of commissionerate college education, two educationists and two learned citizens. The function of the committee is to provide and maintain basic infrastructure and deliver feedback regarding teaching-learning and other areas.
- **Service rules:** The College is a Government institute and therefore it is **mandatory to follow the rules, regulations, policies framed by the State Government (RSR).** (link RSR) Nevertheless, whatever best can be implemented at its level is always carried out by the college to achieve the ascertained goals.
- **Recruitment:** The staff is recruited by Rajasthan Public Service Commission/ Rajasthan Staff Selection Board. The Class IV employees are recruited through Employment Exchange. In addition, there is a provision of Compensatory appointment in place of the demise of a close relative, based on the Govt. policy.
- **Promotional policies:** The regular promotions are decided on the basis of recommendations made by the Departmental Promotion Committee based on specific guidelines framed for the purpose.
- **Grievance redressal:** The college has framed internal complaints committee, anti-ragging cell, grievances redressal cell, and anti-women harassment committee to look into complaints and solve such issues, if any, with full commitment, judiciously and without any biases. Besides, for grievance redressal related to Govt. Dungar College, Bikaner the Employee ID of the Principal of the college is mapped by the *Rajasthan Sampark Department*. Anyone having a grievance against the college can file a complaint from anywhere in India. The complaint is forwarded to the college through the central office. **The SC/ST cell, minority cell have also been constituted. Besides, a committee called legal cell is also constituted to look into court cases.** The students can directly approach the principal for grievances and redressal. The matter is discussed with the related Committee and action is taken accordingly.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Smooth functioning of any institution depends on the resolutions and implementation of the minutes discussed in the respective bodies/cells/committee's meetings. The College has several cells and committees for successful implementation of the resolutions. **The Academic Quality Enhancement Cell** of the College constantly works towards the improvisation of Academics by extending suggestions to the relevant Committees & Departments and also takes initiatives for their proper execution and functioning. The cell works in coordination with IQAC and helps the faculty in Career Advancement Schemes. It also advises faculty regarding research-related issues like FDP, conferences and publications. To keep pace with technology and make teaching-learning techno-savvy there was a demand for the smart science lab. **Since the banning of dissections in Zoology, the Committee had been trying hard to replace this exercise by virtual one. This thought gave birth to the idea of establishing a 'Smart Science Lab' and the Committee started working on this concept.**

The Smart Science Lab based on Augmented Reality (AR) and Virtual reality (VR) has now been developed and established at Govt. Dungar College, Bikaner. In the Smart Science Lab around 30 experiments related with Physics, Chemistry, Zoology and Botany have been designed which are based on Augmented Reality, Virtual reality and Oculus reality. The experiments provide an opportunity for students to work on sophisticated instruments, performing the experiments which involve the toxic, hazardous and expensive chemicals and the experiments based on the dissection of animals that have been banned.

The Smart Science Lab has been built in the Chemistry block covering a carpet area of 700 square feet. It has 15 revolving chairs, one round table, three workstations, wall to wall carpet, storage cupboard, display shelf, two split AC and high-speed internet facility at each seat. The smart science lab has six computers with internet facility, one 3 D printer, Oculus Rift, Augmented Reality, Samsung Gear VR and Magic Leap

on which experiments are carried out.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The college implements all the welfare schemes of the State Government and also tries to facilitate the same through various effective welfare measures. **GPF/NPS and SI** are compulsory deductions for future security. In addition, annual '**Group Insurance**' is also deducted. **Medical claims** are reimbursed by the State Government as part of the health expense incurred by the employee. **The superannuated employees of the College are benefitted from the Rajasthan Pensioner's Medical Fund, besides being given Gratuity and Pension.** As an affiliated College, the University deducts 6% of the amount in the form of '**Teacher's Welfare Fund**' from the remuneration of the teachers which they earn during the evaluation process, which is provided to the family of the needy faculty member, based on the policy of the fund. Provident Fund is also deducted, which is also associated with long term future benefits of the employee. Some of the other benefits include:

Leave for teaching staff:

- P.L : 15 privilege leave earned after completion of calendar year
- HPL 20 half pay leave after completion of the year can be commuted on medical grounds.
- CL 15 in one academic session
- Special CL 15 in a session for seminars, conferences and academic purpose
- Study leave for maximum two years for higher studies.

Leave for non-teaching staff:

- PL 15 advance credited two times in a year
- HPL same as teaching staff
- CL 15 in a calendar year

Leave for female staff:

- Maternity leave, two times in service period for 180 days
- Child care leave ,730 days in whole service period

Leave for male staff: Paternity leave two times in the whole service period

Welfare Council: The non-teaching staff of the college runs a welfare council .From the contributions collected, the council gives a gift at the time of retirement and also offers a monetary help of RS.10,000 to the family of the staff on his demise during service.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

Details of teachers provided with financial support to attend conferences,workshops etc during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 6.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	6	12	1

File Description

Document

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)

Any additional information

[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 31.99

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
54	44	46	41	44

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The performance of every employee, whether teaching or non-teaching, is appraised by the Principal and reviewed by the competent authority on annual basis covering various aspects of working/behavior and overall performance. This helps in assessing the overall conduct of the employee. The records are kept in the office of the Commissionerate to be reviewed by DPC at the time of promotions. The proforma for self appraisal for teaching and non-teaching comprises of the following:

- **For teaching and non-teaching staff:** The 'Reportee' officer fills in a proforma at the first step, wherein he/she classifies the work undertaken under "Key result area", "Targets" and "Actual achievements".
- The reportee also submits the details pertaining to any special work executed/carried out. At the second step the 'Reporting Officer' judges and rates the work carried out by the reportee under six criteria **(i) Output of work (ii) Leadership qualities (iii) Analytical ability (iv) Management ability (v) Decision making ability (vi) Ability to take initiative.**
- At the third step, the 'Reviewing' authority, the Commissioner then finally gives the overall rating, which then is conveyed back to the reportee who is now the 'Accepting' officer.
- **Only for teaching staff:** In addition to the above proforma, the teachers have to fill one more proforma which comprises of individual details related to:

1. Academic qualifications
2. Teaching experience
3. Teaching proforma of the session including information related to classes taken, subjects/papers taught, aids and tools used, tutorials, seminars, fieldwork undertaken, sessionals etc.
4. Examination results of all the classes
5. Publication details
6. Research Supervision
7. Participation in co-curricular and extra-curricular activities
8. Any other contribution
9. Points of satisfaction/dissatisfaction and suggestions pertaining to Curriculum, teaching,

examination, student service etc.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The funds received are properly allocated and distributed for the meant purpose and utmost care is taken that they are properly utilized. The **AAO and accountant of the college** maintain the details with regards to accounts, audited by a Chartered Accountant hired for the purpose by the College. Every year an **Audit from the Directorate/ State** checks and verifies the accounts for irregularities if any. Any shortcomings/objections, raised by the Audit are settled up as per rules and policies. **The External Audit is carried out by the auditors from the Office of Accountant General (AG) Rajasthan, Jaipur. The Internal Audit is done by the team from Commissionerate College Education Rajasthan Jaipur.** The accounts related to College Development Committee are audited by CA hired for the purpose by the College. In addition, Physical Audit is conducted by the Auditing Party

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 927.97

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
137.694693	268.07447	261.31690	162.056855	98.82673

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The funds are utilized as per **GF & AR** of the State. Either the principal is the DDO or one of the senior members is given the **charge of DDO** who looks after the financial matters including the salary of the college employees. **There is an office of AAO supported by accounts staff who maintain proper ledger with details of the financial support received and utilized under different heads from various agencies.** The funds are received under the following schemes/heads:

- **State Government: allocates a specific amount to Govt. Colleges for overall development and maintenance. The committee constituted for college developmental purpose puts forth the demand and requirements before the principal.** The state budget and grants are released for salary, TA, medical, office work, construction and maintenance, lab grant, books and journals, etc. This is disbursed as per allocated heads. The proposals for requirements related to maintenance are also submitted to CCE, College Development Committee, UGC and sometimes also to the Alumni association for their engagement and contribution.
- **State Government Scholarships:** Payment of fellowships and scholarships of UGC, ICSSR, and CSIR etc. is through PFMS. The payment of various Scholarships is online and executed through the SSO module.
- **UGC and RUSA: UGC has been providing assistance till 2017 under the XII Plan Period. These funds were disbursed by the planning board of the college for various purposes viz instrumentation maintenance facility, competence building initiatives in college, cultural activities, educational innovations, fieldwork/study tours, extension activities etc.** The UC was submitted timely to the office of the UGC. Funds amounting to Rs 2 crore were allocated to the college under three major heads construction, renovation and equipment. The fund was judiciously utilized and UC has been submitted. **Governing and Monitoring bodies Board of Governors (BOG) and Project Monitoring Unit (PMU) monitor the progress of projects initiated by RUSA.**
- **Vikas Samiti: Requirements and emergency needs other than these are fulfilled by funds generated through Vikas Samiti(College Development Committee).**
- **Research:** The College being a Government organization has to depend on various funding agencies like UGC, DST, DBT, CSIR, ICSSR etc for financial support to pursue research activities.
- **MP and MLA:** The funds generated through MP and MLA schemes are also utilized as per requirements suggested by stakeholders.
- **Alumni:** The Alumni also contribute in cash and kind as and when required.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Internal Quality Assurance Cell has been working towards realizing the goals of quality enhancement and sustenance. **Logistics is a big challenge yet it is the most dynamic and distinctive feature of the**

college. Envisioning an ideal student-centric learning environment is only made possible through continuous evaluation and feedback by IQAC. The contribution of IQAC in implementing and driving resourcefulness to the growth and development of the college is conspicuous. Out of the so many initiatives the two major contributions of IQAC in institutionalizing the quality assurance strategies are:

1. Teaching-Learning: The exigent task of catering to the diverse needs of students coming from diverse groups and rural background is well managed and manifested in the college and learning outcomes, student progression to higher education and placements. The strategies proposed and executed during the last five years with reference to teaching-learning include:

- **Multiple forms of feedback:** feedback generated through *Vikas Samiti*, Student Council, during student union elections, from stakeholders, parents alumni, in the **form of memorandums, meetings, interactions etc .feedback is collected** on academic and physical facilities, curriculum and the teaching-learning environment.
- **Effective and optimum use of ICT tools** for teaching despite the limited availability of resources.
- **Innovative and demonstrative pedagogies:** the degree of student engagement, clarity of objectives, collaborative practices, identification of aptitudes and fostering confidence.
- **Introducing post graduation in Rajasthani, Drawing and Painting and Commerce.**

2. Research: In addition to teaching, great emphasis is laid on the promotion of research-oriented activities. The college encourages research related to issues and topics of contemporary relevance as well as global significance among students. **Augmenting infrastructural facilities has been a regular practice for sustaining and promoting research atmosphere in the campus and every care is taken to maintain the same by the institute.** The following activities proposed by IQAC and effectuated are:

- **Green Chemistry Research Centre** is making a significant contribution by making suggestions regarding safeguards and eco- friendly approaches against hazardous chemicals.
- **BIRC** is a Centre for excellence in the field of research and development and provides a common platform to scientists and academicians from different branches of science and technology to develop an interdisciplinary scientific approach in order to solve the problem.
- **R&D Cell:** The internal department committee in the college works for improving the quality of research. This was implemented in the college to evaluate and discuss the Ph.D. thesis before submission to the university almost like a pre- Ph.D. presentation initiated by UGC.
- **EDC:** The genesis of the Entrepreneur Development Cell of the college was the Startup workshop organized by the Department of Chemistry. Since majority of the students are from rural backgrounds and like to continue with farming, this cell envisages developing entrepreneurship among students and promoting self employment.

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

Response:

The quality hallmark for the Institution has been given a paradigm shift in the last few years keeping in mind the growing demand for skill and capacity building and linking it with entrepreneurship, development and employability. **The College does not offer professional courses and so there is a greater responsibility of equipping the students for better job prospects. The IQAC works towards realizing the goals of quality enhancement and sustenance.** Suggestions made by IQAC have been executed also at the levels of developing IT Infrastructure, effective teaching, proper allocation and maintenance of funds, research and student support. Every effort is made towards the **active involvement of students in the whole process of teaching and learning.** IQAC periodically reviews and suggests measures to upgrade the quality of the teaching-learning process by way of enhanced academic research, effective training and innovative pedagogies. The following measures are taken to review the teaching-learning process, operational strategies and learning outcomes:

Teaching -Learning and Evaluation:

- **The curriculum is constantly reviewed, revised, and updated.** Relevant and specific suggestions offered and feedback received from the students, teachers, and stake holders are incorporated.
- **Two compulsory subjects Computer Science and Environmental Studies** at the first-year level expose the learners to the latest technology and generate awareness for social and environmental issues.
- **Progression/performance of students is adjudged after every academic session** based on their results of the annual examination. If there is a decline in the pass % measures are suggested by the Cell to ensure improvisation in the forthcoming session
- **Measures are taken to make classroom teaching more student-centric.** Besides creating an atmosphere of mutual trust and respect inside the classroom, the emphasis is laid on interactive sessions, field studies, and community activities. This can be supported by the fact that field trips and reports are mandatory not only in Science subjects but since the last session an Optional paper on Case Study has been introduced at PG level in all subjects.
- **Tutorial /extra classes for slow learners** and embedding skills development in academic programs to open up additional possibilities to shape their future.
- **State of art laboratories and innovative research projects** are the exclusive features of the college.
- **The college also promotes women-centered activities under the aegis of Women Cell to provide an extra edge to female students.** This cell was established with an objective to generate an awareness about women related social issues and problems
- **Besides classroom teaching and curriculum, the college also offers activities and programs that complement learning and learning experiences.** It is mandatory for students seeking admission at the first-year level to opt for any of the extra-curricular activities offered by the college. Co-curricular activities are undertaken with an aim to move beyond the realm of formal learning and foster creative and critical thinking. Extra-curricular activities that fall outside the educational curriculum are a regular feature in the college and are conducted by Youth Development Centre (YDC), Women Cell, NSS, NCC, Ranger, Rovers etc.

Structure and methodologies of operation: The planning procedures and implementation of IQAC initiatives in the area of teaching-learning is reflected in the following :

- **The feedback procedure** in the college is in the form of a questionnaire separate for parents, teachers, students and alumni to render their advice on all aspects related to the development of the

college. **Feedback regarding curriculum** obtained from students/ teachers/ alumni/ parents/ employers is analyzed by IQAC and discussed with the conveners and members of BOS in the college and later on placed before the Board of Studies meeting in the affiliating university. **Feedback from students** and student's council is also taken during the NSS camps, seminars and symposiums of the departments.

- **The academic calendar** is prepared by the departments for weekly/monthly/ quarterly tests and seminars. This helps in the identification of learning abilities and modifications in teaching strategies accordingly. The seminars conducted by the departments' exhibits research aptitude and fields of specialization.
- Despite the limited resources, **optimal use is made of the ICT facilities** available and for this, all the ICT enabled classrooms are effectively used by the teachers for open access and available e-resources. With the advent of new technologies, the institute has readily adapted to the use of technology in teaching. Smart classrooms, interactive e-boards, LCD, slide projectors, DVD players, computers, and internet connectivity has facilitated the learning process.
- **Learning outcomes** are displayed on the college website and reviewed by IQAC. The same is also discussed with the in-charges of various departments and mentors. The college is an affiliated one but it has defined course/program and /program specific outcomes for student support in the selection of electives and with reference to their abilities and goals.
- **The Students Advisory Bureau** of the college provides academic, personal, psychosocial guidance and counseling to the students. Prospective students seeking admission in various courses are also extended counseling related to the election of subjects and their prospects, availability of subject-related material and books and financial assistance.
- The College showing concern towards the ever-increasing demand of the region for mainstream regular courses that otherwise are not available has come forth by putting up a regional study center of **Vardhman Mahaveer Open University (VMOU) Kota and IGNOU**.
- The learning process of students is facilitated by congenial academic environment prevalent in the campus. There is a good central library with reference books, besides departmental libraries which initiate the learning process.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 3.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	3	3	4

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

The college is constantly extending and expanding its resources in terms of construction, IT infrastructure, equipment, classroom furniture, Library, and other campus facilities. The extension of IT infrastructure and other learning resources have been augmented since the last accreditation to keep pace with the changing technology. Some of the post accreditation quality initiatives include:

- **New classrooms and laboratories have been constructed** and there has been addition in the furniture too. Laboratories have been enriched with new equipments. In the recent past, the college has expanded its Information Technology infrastructure, not with an aim to substitute technology for the teacher but to enrich the traditional classroom instruction. The College, therefore, has established a **Central ICT laboratory** with 25 Computers, an Overhead Projector, with Wi-Fi connection and relevant required furniture.
- **Library automation has been an important post accreditation initiative.** Besides quantitative enhancement in the form of adding new books to the **library, there has been a qualitative improvement in the form of its long-awaited Automation.** The college library is facilitated with Wi-Fi network and is completely automated.
- **The College has also shown inclination and implementation with respect to e-governance.** The admission is an online, there is a centralized management information system to record the

biometric attendance of the staff and the salary bills of employees are through Pay manager Portal. E tendering module is used in the procurement of goods and items and placing orders. E prospectus is uploaded on the website. LAN for access to database of students is made available. Faculty service records updated and are available on IIHRMS and HTE portals. Payment of fellowships and scholarships of UGC, ICSSR, and CSIR etc. is through PFMS. The payment of various Scholarships is through SSO module. Video Conferencing room has been developed.

- Improvement in the Girls Common room and installation of sanitary pad vending machine are the initiatives taken with reference to female students.
- That there is a need to pay greater attention to the development of games and sports facilities was recommended by the peer team. The College initiated the same and developed an athletic track of high standards and also encouraged more student participation in games and sports. The students have represented/won at inter-college and state levels. The students had always aspired for a “**Sports Complex**” in the College and the dreams of the students have come true with the building up of a mega-sports complex in the College premises.
- The College today has a **closed cafeteria** where the students can relax for a while.
- **Water facility** has improved with the initiation of pipelines and building up of water tank. The number of water-huts has increased.
- The **Curriculum has been enriched and new programs have been incorporated.** M.A. in Rajasthani , M.A in Drawing and Painting, and M. Com. in Accountancy, Buss. Mgmt. and EAFM have been started. The post-graduation in Rajasthani was a long demanded program and it will be of immense significance for students of Rajasthan to know indigenous culture and literature and pursue career in translation studies and other relevant areas.
- During the recent past, it has been a regular feature of arranging periodical visits of students to Industries with the objective of providing an exposure to job opportunities.
- The college is a Government College does not have the autonomy of appointing a full time professional for career planning to the students but the college has established a Career Counseling and Placement Cell besides other platforms like the YDC, NCC, and Women Cell.
- The teachers engaged in research have contributed not only by participating in national/international conferences but have also been invited as key-note speakers, chairpersons, co-chairpersons and have published their works in journals of national and international repute.
- The eminent Alumni contribute and extend their support in their own way.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 40

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	11	7	5

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. Safety and Security
2. Counseling
3. Common Room

Government Dungar College has a strong ethical commitment to provide equal opportunities to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinions, national or social origin, property, birth or another status. Its unique work culture, healthy traditions and ethos have led to enrolment of 20% girl students and 40% women staff despite the fact that there are 6 private colleges in Bikaner and one government Girls' College. The preference of girl students for admission in Dungar College reflects our concern and commitment for safety, security and gender equity:

(a) Safety and Security

- Girls hostel in a co-ed institute with well-trained and vigilant security guards, dedicated matron and a committee of female staff constituted to look after the hostel reveals the allegiance of the college

towards safety and security.

- An extensive surveillance network with 24x7 monitored CCTV.
- Rotational duty by all faculty members for discipline and security.
- Night Patrols by the appointed security guard.
- Strict insistence on Anti-Ragging and Anti-Smoking Campus.
- Awareness campaigns on women's safety and gender sensitivity through street plays (*Nukkad Natak*), rallies and camps by NSS and NCC student volunteers, and women cell.

(b) Counseling

- Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.
- Grievance Redressal Committees for staff and students
- Yoga camps in girls hostel for stress management
- Gender sensitization camps that include the following aspects: • Women's rights • Human rights • Child rights • Gender justice • Gender equality • Gender sensitization workshops • Specific courses dedicated to gender issues. • Campaigns against female feticide. • Business Advisory Clinic provides free counseling to various MSMEs. • Faculty Placement Cells and Alumni Placement Assistance Cell • Others – Entrance Exam Counseling, Orientation Programmes for Teachers and Students • Medical Counseling, Moral Counseling, Career Counseling, Village Counseling, Vocation Counseling weekly through medical camps.

(c) Common Rooms:

- Separate common room for girls with all facilities
- Sanitary pad vending machine.

(d) Other Measures Other measures of Gender Sensitization include –

- Curriculum and Coursework which address gender issues
- A separate NCC unit is also governed by Lady NCC Captain.
- In most of the P.G. departments, the percentage of girl students is above 50 % and in few it is above 90%.
- Co-curricular activities.
- As part of NSS activities, free multi-specialty medical camps are organized fortnightly in neighboring villages as awareness initiatives on health, hygiene, the importance of child education and provide a launching pad to induct them into vocational skilling.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.04

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)	
Response: 52.56	
7.1.3.2 Total annual power requirement (in KWH)	
Response: 126688	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 0.66	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 210.24	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 31672	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

- Solid waste management
- Liquid waste management
- E-waste management

The college understands its Institutional Social Responsibility (ISR) towards environment protection and practices waste management. It has developed a unique mechanism for waste management vis a vis regular practices which include laboratory waste management and wealth from the waste program.

Solid Waste Management:

- Waste bins are placed in the campus at various places like classrooms, faculty rooms, administration offices, computer lab, library, corridor, washroom, common room etc.
- Old newspapers, old files, old home assignments etc. are given for recycling to external agencies.
- The NSS unit of the college constantly strives for cleanliness. After every week, it organizes cleanliness drive in the campus for collection of garbage and solid waste.
- Collected solid waste is handed over to the municipal council for further processing.
- Compost Pits are also made available in the Zoology Department of College.
- For plastic waste management, an initiative has been started by the Chemistry association of college where students convert plastic waste into useful materials.
- The biomedical waste from the animal house and different labs are removed regularly, it is collected and disposed of by incineration and also dumped in specially dug pits.

Liquid Waste Management:

- The college has developed a laboratory wastewater neutralization plant in the postgraduate laboratory of chemistry department where laboratory wastewater is disposed of after neutralization.
- Liquid Waste generated from the washroom is conveyed to the municipal sewage line.
- Raw water (wastage water of municipal water filter plant) is taken from a separate pipeline for watering the trees and plants in campus.

Waste Management:

- The college uses various types of electronic gadgets like – computers, printers, LCD projectors etc. These products become outdated after few years due to advancements in technology. Institute being aware of e-Waste and its hazards take the initiative to dispose of e-waste in a proper way.
- E-waste is sold to scrap merchants for further processing.
- An inkjet cartridge is also used after refilling. This method also reduces the volume of e-waste generation.
- The students are being encouraged to carry out research on the utilization of e-waste. One of the research students has developed the method of recovery of silver from e-waste.
- In addition to this, efforts are being made for carbon neutrality on the campus. The kitchen of the hostel uses the gas burners for cooking so as college canteen. Use of coal/ wood/ kerosene etc is strictly prohibited. In the Department of Chemistry, LPG gas burners are used instead of gas plant based on coal/wood/diesel/petrol etc, thus reducing carbon emission.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

It is a known fact to all of us that water is the basis of all living beings on the earth. Especially in a state like Rajasthan, each drop of water is considered divine. The College is situated in the heart of the Indian desert where the scarcity of water is one of the greatest issues and problems. In view of combating the water deficiency to some extent, this project was introduced. The Project is aimed at making use of rainwater available on the campus for future use.

- **Structures:** The College has developed two rainwater harvesting sites/systems for this purpose, one at the science block and another at the main block. On the campus, a number of underground water tanks have been dug out where the rainwater is gravitationally drawn. This is used for watering the plants and at the same time for recharging the groundwater.
- **Utilization:** The roof of the college building is connected through plastic pipes to the tank constructed for this purpose. In this way, the College takes care of its requirement of water. The water collected is used for drinking and watering plants. Rainwater harvesting is a boon for this college because the water table is very low in this area. The college gives a good deal of attention to harvesting water. We are particular to get the roofs cleaned before the monsoon. Since the soil is sandy, the water stored in tanks lasts for a very short time. Although the objective of watering the plants is only accomplished partially, yet the purpose of groundwater recharge is fully achieved. Construction of cemented tanks for long term storage of rainwater if developed could be more beneficial for proper rainwater harvesting.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Desertification is severe in hot and arid northwestern India which comprises the Thar desert. Bikaner is situated in the middle of the Thar desert and has a hot semi-arid climate with very little rainfall and extreme temperatures. These climatic conditions necessitate Green campus and sustainable efforts towards environmental-friendly practices. The College is no exception and has accepted, adapted and adopted green practices and measures to safeguard the environment. These practices lead to more environmentally friendly and ecologically responsible decisions and lifestyles, which can help protect the environment and sustain its natural resources for current and future generations. The following are the green practices that are initiated on the campus to promote eco-friendly practices:

- **Students, staff using**
 1. **Bicycles**
 2. **Public Transport**
 3. **Pedestrian-friendly roads**

A good numbers of students use bicycles to reach the campus. By using bicycles students are

contributing towards the maintenance of greenery in the campus. The local students use pedestrian-friendly roads to campus. Care is taken to restrict public vehicle entry into the campus and specific parking area is

allotted for faculty and students. This transport mode has one of the significant roles in addressing social responsibility of the institution which not only affects the environment of the surroundings but also motivates other institutes and organizations. Automobile exhausts are one of the largest sources of pollutants. It is imperative for any environmentally responsible organization to tackle this issue, and by keeping the following practices in order, we ensure that we reduce automotive pollution to a large extent. Students are also encouraged to share vehicles and look for petrol partners. Staff is encouraged to opt for car-pooling. Many staff members are already doing it. Public transport is available for the students and the students coming from nearby villages use public transport

- **Plastic-free campus:** The College restricts the use of plastic bags in the campus. Special awareness programs are organized by NSS, NCC, Ranger/ Rover and Student Council on plastic-free environment in and around the campus. Sufficient dustbins are placed in the appropriate places and *Swachh Bharat* slogans are also displayed to generate awareness.
- **Paperless office:** The College is working hard towards this goal. It has made significant efforts in the direction of e-governance. Digital library sources are also a step in this direction.
- **Green landscaping with trees and plants:** The plantation has been done all around the campus. There is a Faculty Eco Club, run and funded by the faculty members. The Club has done a large number of plantations and takes care of all the plants. All plants are growing well and have made the Campus green. The plants used as materials for the practical classes in Botany are cultivated in Botanical cum Herbal Garden. Care is taken that all lights and electrical appliances are switched off when not in use.

Besides the above rainwater harvesting, solar lights and laboratory wastewater neutralization plants also add to the green practices in the College.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.95

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
9.69	0	0	0	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 8

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last

five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

Any additional information

[View Document](#)

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description

Document

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description

Document

Provide URL of website that displays core values

[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description

Document

Details of activities organized to increase consciousness about national identities and symbols

[View Document](#)

Any additional information

[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 37

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	7	6	5	4

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**Response:**

India has always been known as the land of Vedas, knowledge and learning. Keeping this in its vision, the College has tried to impart quality education, **inculcate moral values and nurture ethics and traditions** in its pupils. The College organizes activities focusing on civic responsibilities, social awareness and value-based educations. **It organizes and celebrates various days of importance as these**

are occasions to educate the students on issues of concern and reinforce the achievements of humanity. The College strongly believes that unless the present generation of youth is not sensitized about the significance of the festivals of our secular country and the sacrifices which great men and women of this country have made for uplifting their countrymen the students are not able to understand their responsibility to the nation. To build a nation of youth who are noble in their attitude and morally responsible, the College organizes national festivals and birth/death anniversaries of Great Indian personalities. Such activities inform the students about the unity which India has in its diversity, unity as the melting pot of cultures, religion, and ethnicity, qualities of tolerance and understanding. The College celebrates and organizes the National Festivals with great pride and zest. Independence Day is celebrated on August 15, when the legislative Sovereignty was transferred to the Indian Constituent Assembly and Republic day on 26th January, the date on which the Constitution of India came into effect and turned the nation into a republic. Both the days of great significance for the Country are celebrated every year with flag-hoisting ceremony, parade by NCC cadets and cultural events. Besides these, the birth and death anniversaries in memory of those nobles who have devoted themselves to the cause of the Nation and can be inspirational as ideals to the up-coming generations are also celebrated with great zeal. The activities organized include:

- Organizing lectures, meetings, and exhibitions
- Quiz and essay competitions
- Conducting awareness camps
- Distributing published materials

Such activities are bound to have a major influence on a person's behavior and attitude and justify in achieving the goal of the institute of giving a well-educated citizen to the Society.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial: The College maintains complete transparency in financial matters. The funds received are properly allocated and distributed for the meant purpose and utmost care is taken that they are properly utilized. The AAO and accountant of the college maintain the details with regards to accounts, audited by a Chartered Accountant hired for the purpose by the College. Every year an Audit from the Directorate/ State checks and verifies the accounts for irregularities. The External Audit is carried out by the auditors from the Office of Accountant General (AG) Rajasthan, Jaipur. The Internal Audit is done by the team from Commissionerate College Education Rajasthan Jaipur. The accounts related to College Development Committee are audited by CA hired for the purpose by the College. In addition, Physical Audit is conducted by the Auditing Party. Salary, Payments, Scholarships and tenders are all done online.

Academic: The curricula and syllabi are formulated, updated and revised by Boards of Studies of affiliating University. It is then presented to the Academic Council which meets at least once a year.

Academic Calendar is prepared at the beginning of the academic session and is available on the college website. The time table and other academic activities are displayed on notice boards and on the college website.

Administrative: The College comes under the Commissionerate of College Education Rajasthan, Jaipur headed by the Commissioner who manages and administers the government colleges of the state, but at the college level the Principal is the head of the institution. He decentralizes duties and the senior faculty members are given charges of Establishment section, Accounts section and Academic section to shoulder various administrative responsibilities. The Heads/ In charges of various departments act so by virtue of their seniority and are responsible for the functional activities of the Departments. The performance of every employee, teaching or non-teaching, is appraised by the Principal and reviewed by the competent authority on an annual basis covering various aspects of working/ behavior and overall performance. Regular meetings of the college development committee and stakeholders play a significant role in overall governance viz. planning, deployment, monitoring and execution of agendas pertaining to development, teaching, social responsibilities and innovative practices.

Auxiliary: All other functions of the college also maintain complete transparency. E-governance, participative management of College Development Committee, teachers and students, the role of *Vikas Samiti*, feedback from students, stakeholders and teachers, are the different areas that reflect transparency in functioning.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Bikaner Interdisciplinary Research Consortium (BIRC)

Title of the Practice: Bikaner Interdisciplinary Research Consortium (BIRC)

Objectives of the Practice: In 2005 Interdisciplinary research started in Govt Dungar college Bikaner in terms of BIRC. Motives of the BIRC

1. To develop a *Centre for excellence in the field of research and development* and to provide a common platform to scientists and academicians from different branches of science and technology
2. To develop an interdisciplinary scientific approach in order to solve the problem.
3. To investigate the potential utilization of desert land and resources for sustainable development
4. To motivate students for the development of interdisciplinary approach and attitude towards the solution of problems of the present era
5. To develop novel and exotic composites and Green technologies that are need of the present society.
6. To inculcate the spirit and culture of research amongst faculty and students.
7. To enhance interaction and cooperation between researchers for interdisciplinary and multidisciplinary work.
8. To forge academic and research collaborations with national and international universities,

government agencies and industries.

9. To establish links with various R&D organizations and funding agencies for sponsored and contract research.

10. To take up problems faced by the local industry and provide solutions to them.

The Context

It is believed that modern days research can not be of high quality until unless it is a combined effort from different disciplines where specialized researchers can not only provide his/her expertise to solve the problem but can also peep into other areas with a new and different dimension to address the issue. The BIRC comprises of faculty members from various departments of the institute who provides this opportunity and a forum for interdisciplinary research and or interfaculty research and discussions. It also helps to organize research promotion events like conferences, seminars, workshops, invited lectures, webinars etc. which can motivate young students and faculty members for doctoral and post-doctoral research further also encourage students and faculty to undertake research projects in thrust areas in science and technology with funding from various national and international agencies.

The Practice

To fulfill the above motives, a novel concept designed by founder members and applied the first time in the institution of Rajasthan, they have identified their major areas of research. Initially, researchers from three departments i.e. Physics, Chemistry and Botany were involved later on Researchers from Geology and Zoology have also started working.

The work process is being performed as –

1. Identification of the Problem
2. Finding the possibility of interdisciplinary research if required
3. Project designing
4. Implementation at pilot scale
5. Initially following three projects were started (a) Green composites (b) Nanocomposites

Beneficiaries

1. Students of PG, Research scholars
2. Faculty
3. Institution
4. Society/environment

Present work with Topics

S.N.	Names	Field
1	Dr. N. Bhojak & Dr. R. Mangal	Green Composites and nanotechnology
2	Dr. A.K. Sharma, Dr. Partap Singh, Dr. M.C. Mali, Dr. Anil Arora & Dr. Sumanlata Tripathi	Biodiversity and sustainable development
3	Dr. R. Mangal, Dr. G.P. Singh, Dr.	Experimental designing for

	Smita Sharma, Dr. S.K. Verma and Dr. Uma Rathore	Learning by Doing demonstrations
4	Dr. Shishir Sharma, Dr. B.L. Sharma, Dr. H.S. Bhandari and Dr. N. Bhojak	Ceramic Technology and use of ceramic waste
5	Dr. Meera Srivastava, Dr. Deepti Srivastava and Dr. N. Bhojak	Green extractions and their applications as pesticidal formulations

Evidence of Success

Achievements

1. Motivated students and young faculty members to present interdisciplinary research during conferences, seminars, workshops etc. More than twenty students presented their research work during conferences and few of them have been awarded.
2. Industrial collaboration has not only enriched knowledge but has also opened job avenues for students.
3. *Green composites* and *learning by doing* presented during Edufest-Jaipur in 2017 it was well appreciated by Honorable Central Minister Shri Prakash Javedekar and Honorable Minister Higher education Mrs Kiran Maheswari
4. *Green composites* and *learning by doing* presented during Suraj Mela at Bikaner and awarded as First prize
5. *Green composites* have been demonstrated as a research paper by students who have been awarded the best poster award during National conferences.

Problems Encountered and Resources Required

Initially, it was difficult to involve people from different disciplines at college level hence it was started with a very small group from three departments. Later all science departments become the part of it and now social science departments and even languages have also initiated to work on this model.

Future work

1. Preparation of Biocomposites and Green Ceramics
2. Identification of Desert flora and fauna for sustainable development of Biodiversity.
3. Development of Green chemical Biotechnology
4. Preparation of magnetically induced silica-based nanocomposites from the desert soil/sand.
5. Utilization of ceramic waste for water purification
6. Development of Herbal formulations for pest control

2. Familial Forestry Division

Objectives: Environmental conservation, aforestation, combating desertification and malnutrition, increase in biodiversity by the domestication of trees and making people Eco-civilized.

The Context: Arid climate of western Rajasthan is the biggest challenge to forestation. Stray cattle and lack of awareness make situations worse as far as forestry's and conservational activities are concerned. Malnutrition and less biodiversity are the byproducts of arid climate. Familial Forestry was formulated to address these challenges, as it advocates the domestication of fruit plants.

The Practice: Familial Forestry makes an emotional connection with nature, the concept of familial forestry was developed by Mr. ShyamSunder Jyani, Associate Professor in Sociology at Govt Dungar College, Bikaner in 2006 that deals with domesticating trees by families to increase green cover, conserve biodiversity, and address food shortage issues. Today, the concept has been replicated by over 4,00,000 Indian families. More than 4000 desert villages in north-west Rajasthan have witnessed the planting of over one million trees, turning familial forestry into a mass movement.

Evidence of Success: Since the year 2006, till date, the concept of familial forestry has connected millions of families planting of around one million saplings and a dense forest on 5 hectares of land in the Dungar college campus has been developed with the participation of students which is termed as Institutional Forest. This forest has a people's nursery from where 100,000 saplings of fruit plants have been provided free of cost to nearby districts. Due to the arid desert conditions of Rajasthan, it is very expensive and challenging to develop large forests here. Therefore by developing institutional forests using the familial forestry technique and by developing small networks of ecological systems on the available vacant lands in educational institutions and other state campuses, Rajasthan can be transformed into a green space.

As a model of the institutional forest, Jyani set up a forest in his own Dungar College campus and established a public nursery, adding environmentally loving teachers of state schools of over 150 villages of Bikaner division this year, on the 150th birth year of Mahatma Gandhi .

A Revolution in the Making

This selfless devotion to the cause of environment conservation has established him as a relatable role model for those working at the grassroots level. The Limca Book of Records has also thrice acknowledged familial forestry plantation drive as a national record. A state university has included the concept in their post graduate syllabus. His work has been recognized by the Chief Minister of Rajasthan and he has been felicitated by the honorable President of India.

Problems Encountered and Resources Required

Lack of awareness in community and doubt about innovation in bureaucracy are the main hurdles to overcome from these issues Jyani decided to run Familial Forestry drive through his own resources initially his devotion and sociological intervention made people aware resulting to it after a decade people started to endorse familial Forestry as their familial responsibilities. Although Jyani is continually doing his job at his own but engagement of people is a new addition to the drive.

Notes: The explicability of Familial Forestry makes it a universal practice than can be replicated in any institute, the Institutional Forest is best way to replicate it.

3. Laboratory Waste Water Neutralization Plant

Title of the Practice: Laboratory Waste Water Neutralization Plant

Objectives of the Practice:

- The prime objective of the practice is to control water quality deterioration being created due to experiments performed in institutional laboratories
- To train students for water analysis and create environmental concern among them.
- To design experiments from wastewater and performing the task of recovery of heavy metals
- To check the effect of laboratory wastewater on different plants, particularly desert plants
- To develop a solar distillation plant for the preparation of distilled water from laboratory wastewater.

The Context:

It is well-known fact that laboratory waste particularly of Chemistry lab waste involves several toxic and hazardous chemicals including mineral acids like hydrochloric, sulfuric and nitric acid. These acids, alkalis and other chemicals come out with wastewater and if disposed directly to the environment without neutralization, these not only degrades the underground water quality but also deteriorates the soil quality drastically when exposed for a prolonged period of time. When we are talking about wastewater management, the disposing / recycling, pollution control and Green campus etc. are also included. It is important to make sense of wastewater treatment and recycling in colleges and / institution laboratories.

The Practice:

It is being taught regularly and periodically that acidic, alkaline waste and other wastes disposals coming out from laboratories are toxic, hazardous and dangerous. Further pH calculations and determination of in the labs

Evidence of Success

The project has been designed in three parts.

In part I of the project, the wastewater produced is collected from the lab, its pH is measured daily and accordingly a calculated amount of neutralizer is added to maintain its pH thereafter it is released. This part of the project is running successfully.

In part II of the project, estimation, pre-concentration and removal of metals and toxic materials present in laboratory wastewater are being done and this part is in process.

In part III of the project, preparation of distilled water from laboratory wastewater is planned, for this purpose, a solar distillation plant has been designed and fabricated in the chemistry department.

The project is first of its kind and not only a good source of teaching-learning methodology but also a Green chemical Technology step toward Green Auditing.

The data collected from the year 1.07.2018 to 30.01.2019 has been presented in the form of a poster during a national conference held at Bikaner by a group of students.

On the development of the process and functioning of the complete plant a science film has been produced by the students named as "Saviours of Water". The movie has been awarded as a special jury award during

IISF 2019 held at Kolkata in Oct 2019.

(Photographs of different stages are attached)

Problems Encountered and Resources Required

1. The collection of wastewater in a separate neutralization tank was the initial problem because it requires a separate construction and repair work.
2. Neutralization material and its finalization were one big challenge because it should have the following specifications – economic material, nonhazardous material and its end product should be useful.
3. After the filling of the end product in the water tank its removal from the tank was a problematic task that requires resource mobilization.
4. Designing of solar plant and implementing it for the preparation of distilled water.

Notes (Optional)

A unique initiative of the chemistry department was to develop a pilot project of a laboratory waste water neutralization plant. The liquid waste produced in the chemistry and other laboratory is highly toxic and hazardous to both life and land and equally deteriorate the quality of the soil. In order to solve this problem on the basis on twelve principles of Green chemistry, a pilot project was initiated. The pilot project is to neutralize the toxicity and hazardousness was conceived developed and executed in M.Sc. (P) lab of the chemistry department.

It is important to note that 1 ml of laboratory grade acid requires approximately 20000 liter of water to neutralize without addition of neutralizer.

4.. Kalam Learning Center

(A platform for learning by doing program)

Objectives: To improve the teaching ability and understanding the topic of the subject by the Students via developing the experiment him/herself and to provide maximum practical understanding of the concepts.

The Context: There is a popular Chinese proverb, actually it was the basis of our old teaching methodology as:

I listen I forget

I see I remember

“I do I learn”

‘Learning by doing’ –a self-service project for Students.

- We have developed about 15 experiments of important topics of Physics and 07 experiments of important topics of Chemistry which are the part of the curriculum of B. Sc. Classes in Physics and Chemistry both, of which are fundamental in nature and useful in daily life.

- The understanding of such topic by Student makes himself /herself strong in grasping the subject knowledge.

The Practice:

- We have developed about 15 experiments of important topics of Physics and 07 experiments of important topics of Chemistry which are the part of the curriculum of B. Sc. Classes in Physics and Chemistry both and are fundamental in nature and useful in daily life.
- **By recording the said Experiments, the recorded matter is being provided to students residing in the remote area too.**
- **Organized several** workshops/ training programmes
- **The list of developed experiments is as follows:**

Experiments for Physics

- Power Generator- principle-working
- Motor- principle-working
- Generator and Motor Inter conversion
- Determination of Density of water
- Determination of Density of mercury
- Determination of Density of steel block
- Determination of Density of wood block
- Archimedes principle with Steel block and Mercury.
- Principle of Galvanometer, its construction and its conversion in to

Ammeter and Voltmeter.

- Linear expansion of metallic rod
- Interference of sound wave and determination of wave length
- Radiation pressure
- Formation of 3D image of magnetic lines of force.
- Collision of Bodies
- Concept of Pressure with variation in no. of particle and temperature

Experiments for Chemistry

- Formation of electrochemical cell
- Visualization of magnetic particles
- Preparation of Nano-particles
- Preparation pH solution
- Preparation of pH paper
- Determination of pH of common edibles like tea, coffee, milk, lemon etc.
- Determination of soap value for edible oil

Evidence of Success:

- Dedicated teams consisting of faculty members and students headed by Dr. Ravindra Mangal and Dr. H. P. Vyas-Ex. - Director DRDO, New Delhi have imparted the knowledge to about 10,000

Students in The State and Out Side the State.

- In the College establishment of the center in the memory of Dr. A. P. J. ABDUL KALAM as “KALAM Learning Centre” with the aim of ‘Learning by doing’ activities and to inculcate Scientific Temper among students and also uplift the underprivileged students.

Problems Encountered and Resources Required

At present the center is run by own financial resources but laboratories and other infrastructure have been provided by the institute. A proposal for financial grants has been submitted to CCE, Jaipur.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Right since its inception in 1928, the vision of the College to impart cost-effective and student-centric education has been a determinant factor behind its expansion and growth as an esteemed college of the region. We have always strived to create a constructive learning environment and promote high-quality research in the thrust areas of regional and social relevance. The teachers, students and stakeholders of this College have nourished and worked hard to make it known as an institution where academics are combined with a holistic approach to quality education.

The most distinctive feature of the College is that it caters to educate the rural youth. Presently more than 70% of students enrolled in various disciplines are from rural backgrounds and, and the number is nearly the same during each academic year. Teaching and learning are the foundation stones of any educational institution and the same is true for this College, the biggest and the most prestigious college of the State. The college was established with an inclusive approach to impart education in its true sense, to cater to the needs of socio-economically backward sections of the society and above all enhance accessibility to knowledge. This objective is effectively accomplished with the help of qualified faculty and zealous students. Besides developing a scientific temper through research, the institution also offers a platform to inculcate creative and critical thinking.

The College has a glorious academic record as the pass outs have earned laureates and brought honors to the Institute. The College has equipped the students with the latest knowledge and skills, inculcated human values and, provided equal opportunities. **For the institution, imparting of education is not only restricted to the curriculum and classroom teaching, it ensures to improve the quality of life of the students by creating a learning environment that facilitates their individual development.** To accomplish this objective, the college not only offers career counseling through its Career Counseling Cell but also makes opportune use of NCC, NSS, YDC and Women Cell platforms to guide and motivate the students. Lectures on Soft Skills, Personality Development, Adolescence Problems, Drug Abuse, and Social Issues are a regular feature and are organized and delivered by experts in related areas. **One area distinctive to the vision, priority and thrust of the college is teaching-learning.** The salient features of the College and teaching-learning highlighting its distinguishing features can be summarized as follows:

The Campus

- The quality infrastructure required for the pursuit of academic excellence
- Individual Departments with well-equipped laboratories and classrooms
- An extensively spacious and rich Central library
- Departmental libraries for PG, M.PHIL and Ph.D. students
- Good playground facilities and upcoming Sports Complex
- A green campus amidst arid area with rainwater harvesting and solar street lighting
- Drinking water huts in all blocks, a necessity of the region
- Wi-Fi enabled campus
- Smart classrooms
- Smart science lab
- GIS Lab
- Girls Hostel
- Museums, seminar halls and necessary facilities

The Curriculum

- Students' Centric Course design
- Wide choice of elective papers at undergraduate as well as postgraduate level
- Faculty as Convener and member of BOS contribute in enriching and upgrading the curriculum regularly
- Introduction of new courses and topics in order to incorporate local and recent developments and needs
- Need-based and job oriented courses
- Emphasis on field trips, tours, case studies, seminars

Teaching Learning

- Encouraging Innovation and creativity in teaching-learning
- Identifying the needs of the learners and modifying teaching strategies as per the learning capabilities of students
- Promoting the students to participate in co-curricular and extra-curricular activities.
- Excellent learning outcomes
- High progression rate of students pursuing higher education
- Extension activities for community development focusing on civic responsibilities, social awareness and value-based education
- Regular class tests to evaluate the performance
- Exposure to E-content and e-learning
- Use of technology in teaching. Smart classrooms, interactive e-boards, LCD, slide projectors, DVD players, computers, and internet connectivity has facilitated the learning process.
- Best practices and efforts for environment conservation

Research

- Bikaner Interdisciplinary Research Consortium (BIRC): Platform for interdisciplinary research

- Kalam Learning Center (KLC): Spreading the idea of learning by doing among students
- Green Chemistry Research Center (GCRC): Developing Green chemical technology; filed patents, production of science films by students.
- GIS Lab: It contains good quality GIS software ENVI 4.5 and other software etc. which are used by researchers to find urban planning, agriculture and transportation. Using this geography department has developed a Disastrous management club to fulfill, the need of locals
- E-resources and e-content

There are academic bodies for PG students of various subjects like Science Association, Chemical Society, Botanical Society, Zoological Association etc.

NAAC

5. CONCLUSION

Additional Information :

In the government institution of Rajasthan following innovative practices are being carried out to motivate rural students for need-based innovations, teaching, startup and research.

The following cells are unique in their nature - BIRC, GCRC, FFD, R&D, Language club etc. For the integration of technology, not only the students but faculty are also provided training in collaboration with Micro-soft and IIT Bombay. Recently experiments related to AR and VR based have also been developed in the Smart science lab for undergraduate and postgraduate students.

Production of science films for teaching is also a unique feature. Few science films have been nominated in award category during National science film festivals at Mumbai, Mohali, Kolkata and Lucknow.

Concluding Remarks :

Rendering to commendable services with distinguished achievements in various areas of higher education the college was accredited with 'A' grade twice. Govt. Dungar College has done exemplary work through several decades and has emerged as an outstanding institute in the Western Rajasthan and especially among government colleges of the State. A spin off significance of the institute lies in student's progression and placement over the years. The sense of fulfillment through community services is the most successful accomplishments achieved by the college. The various outreach Units like NCC, NSS, YDC, Creations are persistently working towards creating a constructive link between the students and the society. The college has continued its journey towards excellence in higher education ranging from graduation to doctoral degree and integrated research. Despite structural similarity in programmes the curriculum is enriched by incorporating topics of current interest and relevance.

Internal Quality Assurance Cell of the College has been working hard towards overall excellence and quality enhancement of the college. Being a Govt. college and an affiliating one there are certain constraints with respect to autonomy in academics and decision making but the college has taken up lots of initiatives to deliver the best in all aspects of education. The construction of Sports Complex, establishment of ICT Lab, Smart Science Lab, Cafeteria, and Clubs like Language Club, Creations, enunciate the continuous efforts and growth of the college in terms of academic and physical facilities. The Library automation and efficacious departmental libraries also reveal the commitment of the institution towards quality education. The two MOUs signed with Bikaner Technical University and Rajasthan University of Veterinary and Animal Sciences, and 6 MOUs signed by the Commissionerate College Education, Rajasthan for the pursuit of academic collaboration at the College level will further strengthen up the Industry –Academia link.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>48</td> <td>55</td> <td>48</td> <td>46</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>51</td> <td>55</td> <td>46</td> <td>51</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	52	48	55	48	46	2018-19	2017-18	2016-17	2015-16	2014-15	50	51	55	46	51
2018-19	2017-18	2016-17	2015-16	2014-15																	
52	48	55	48	46																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
50	51	55	46	51																	
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 523</p> <p>Answer after DVV Verification: 411</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>4</td> <td>5</td> <td>8</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided information</p>	2018-19	2017-18	2016-17	2015-16	2014-15	18	4	5	8	2	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
18	4	5	8	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2018-19	2017-18	2016-17	2015-16	2014-15
2441	2496	2482	2332	2321

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2441	2496	2484	2332	2321

Remark : HEI input is edited according to given input.

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	19	6	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	9	6	3	1

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	14.37	18.0890	127.196

Remark : HEI input edited as per provided data.

3.1.3 Number of research projects per teacher funded, by government and non-government agencies,

during the last five year

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

Answer before DVV Verification : 6

Answer after DVV Verification: 6

3.1.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 720

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	7	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	6	0	0

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
118	93	61	50	44

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
67	76	48	33	25

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	1	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	1	1	0

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	23	9	6	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5087	4374	1973	2699	3189

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 16

Answer after DVV Verification: 16

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 100

Answer after DVV Verification: 0

Remark : HEI input edited according to provided information

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above

Answer After DVV Verification: B. Any 6 of the above

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1497	29	9	13	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1510	29	9	13	4

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

31	62	33	6	18
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
37	35	36	31	34

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	11	7	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	11	7	5

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9.69	0	0	0	0

Remark : HEI input edited as per supporting document.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

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2018-19	2017-18	2016-17	2015-16	2014-15
2	2	3	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : HEI input edited because activities mentioned in this metric are also considered in 7.1.10.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>138</td> <td>137</td> <td>140</td> <td>139</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>139</td> <td>138</td> <td>141</td> <td>140</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	133	138	137	140	139	2018-19	2017-18	2016-17	2015-16	2014-15	133	139	138	141	140
2018-19	2017-18	2016-17	2015-16	2014-15																	
133	138	137	140	139																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
133	139	138	141	140																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2441</td> <td>2496</td> <td>2482</td> <td>2332</td> <td>2321</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2441</td> <td>2496</td> <td>2484</td> <td>2332</td> <td>2321</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	2441	2496	2482	2332	2321	2018-19	2017-18	2016-17	2015-16	2014-15	2441	2496	2484	2332	2321
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