SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

S.S.JAIN SUBODH PG COLLEGE

TONK ROAD, RAMBAGH CIRCLE,
302004
https://www.subodhpgcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 1918, the seeds of enlightenment were sown with the inception of **Subodh Shiksha Samiti**, a visionary endeavor aimed at illuminating the path of humanity through education and dedicated itself to selfless service, embodying a missionary zeal that knows no bounds.

In 1954, this noble mission took concrete form with the establishment of **S.S. Jain Subodh PG College Jaipur**, a testament to the collective efforts of passionate educationalists united in their mission to bestow quality education upon society. Throughout its journey, the institution's unwavering dedication to promoting higher education and addressing the needs of society has garnered numerous tributes and recognitions.

- NAAC Re-accreditation 3rd Cycle in 2017 with 'A++' (CGPA of 3.82)
- NAAC Re-accreditation 2nd Cycle in 2011 with 'A' (CGPA of 3.72)
- NAAC accreditation with 'A' grade with 89.10 Score in the first cycle, 2004
- NIRF Ranking 2019, 2020, 2021 (81st), 2022, 2023 by Ministry of Education, Government of India
- "College of Excellence"(CE) status awarded by the University Grants Commission (UGC) in 2014
- "College with Potential for Excellence" (CPE) status awarded twice by the University Grants Commission (UGC) in 2004 and 2009
- Autonomous status since 2012 by UGC up to 2028.
- Awarded under DST- FIST: Level –0 scheme, thrice by the Department of Science & Technology, New Delhi (GRANT 2.325 CR)
- DBT Star College Status by Department of Biotechnology, Govt. of India, New Delhi (GRANT 1.23 CR)
- Declared a "Model College" by the Government of Rajasthan
- "Best NSS College Award" by the President of India
- Recipient of "Best College award" thrice for NSS activities by the Government of Rajasthan
- Recognition under 2(f) and 12(B) of UGC act

At the institution's heart lies the profound mantra "**Amritam Nu Vidya**," encapsulating the belief that knowledge is the pedestal of life and the beacon that dispels darkness, leading to an eternal legacy. With an unwavering commitment to excellence, our devoted faculty members work tirelessly to foster holistic development among our students. Over seven decades, the institution has enriched its academic legacy and nurtured an intellectual growth culture.

Vision

- Providing ethical and value-based education.
- Nurturing a sustainable educational environment.
- Building intellectual and imaginative minds.
- Imparting high-quality, affordable, and accessible education.
- Enhancing knowledge through global education.

At our college, we are unwavering in our commitment to providing an education deeply rooted in ethics and

values. We believe in cultivating students with a solid moral compass and a profound sense of responsibility towards society. We impart integrity, compassion, and sound ethical decision-making to our students through comprehensive academic programs and a supportive learning environment. We aspire to create an educational environment that nurtures and sustains the holistic growth and well-being of our students, faculty, and community. Our dedication to sustainability extends beyond our curriculum and prepares students to become responsible global citizens. By embedding sustainability principles and promoting an understanding of environmental challenges, we aim to cultivate a culture that prioritizes the welfare of current and future generations through education, research, and community engagement.

We nurture intellectual curiosity and imaginative thinking through innovative teaching methods and diverse learning experiences. We aim to inspire creativity, critical thinking, and robust problem-solving skills among our students. By encouraging exploration and curiosity, we make innovative contributions to society. We adopt a lifelong passion for learning and a mindset of continuous growth and adaptation in an ever-evolving world. We are dedicated to delivering high-quality education that is both affordable and accessible to all. We ensure that every student, regardless of their financial background, has the opportunity to receive an excellent education. This empowers them to achieve their academic and career aspirations effectively.

Our college is committed to broadening knowledge through a global education perspective. We expose our students to diverse cultures, perspectives, and challenges, integrating these global insights into our curriculum. This prepares them for success in an interconnected world, adopting cross-cultural understanding and equipping them with the skills to thrive in a globalized society.

In summary, our vision is to empower students with the ethical grounding, intellectual rigor, and global awareness necessary to excel and make meaningful contributions to the world.

Mission

- To cultivate knowledge, skills, values, and confidence in the students to grow, thrive and prosper.
- To instigate the spirit of leadership, integrity, and a deep sense of social justice in the minds of students.
- To encourage and promote students to participate in extracurricular and sports activities.
- Enhance the commitment of faculties and students to the centrality of diversity, social justice, and democratic citizenship.
- To establish global competence among thinking and positive spirit.

Our mission is to cultivate a holistic educational experience that empowers students with the knowledge, skills, values, and confidence to grow, thrive, and prosper in a dynamic world. We are dedicated to promoting a supportive and inclusive environment that nurtures personal and academic growth, preparing our students to become responsible, ethical, and innovative leaders in their communities and beyond. We aim to instill a deep sense of integrity, leadership, and social responsibility in our students. Our value-based education and community engagement initiatives encourage students to develop a solid moral compass and a profound commitment to social justice.

We believe in the importance of a well-rounded education and actively promote student participation in extracurricular and sports activities. These experiences are integral to nurturing teamwork, resilience, and personal growth, and they provide students with opportunities to explore their interests and develop new talents. We are dedicated to creating a culture of diversity, inclusion, and democratic citizenship. Our community is built on the principles of equity and respect, and we strive to enhance the commitment of both faculty and

students to these core values.

Our curriculum integrates global perspectives and challenges, develops cross-cultural understanding, and equips students with the skills needed to thrive in diverse environments. By cultivating an international mindset and a positive spirit, we empower students to navigate and contribute to the complexities of the modern world.

Our mission is to provide a transformative education that develops well-rounded individuals capable of making meaningful and positive societal contributions. We strive to create leaders who are knowledgeable and skilled but also ethical, compassionate, and globally aware.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, supportive, and proactive Leadership committed to the holistic development of youth.
- Granted status as "College with Potential for Excellence," "College of Excellence," or "Model College."
- NIRF ranked college for six consecutive years (2019 to 2023). 81st rank in NIRF Ranking in the year 2021.
- College is acknowledged and generously supported by UGC, DBT, DST, and Ministry of Education.
- Awarded with the Paramarsh Scheme to lead other colleges as a role model to obtain accreditation and set high standards.
- Outcome-Based Education, **NEP-2020 & Choice-Based-Credit-System** implemented.
- 83 Skills-focused and Employability-based Value-added Courses offered.
- 18 UG Programmes, 28 PG Programmes, 12 Ph. D. Programmes, 60 Certificate Courses, 3 Diploma Courses, 11 PG Diploma Courses and 14 Generic elective courses offered.
- **Modern Infrastructure**: Includes a contemporary library, advanced labs, research equipment, sports facilities, health center, and cafeteria.
- Successful execution of Autonomy.
- Dedicated and highly qualified faculty with many international and national research publications.
- More than **76 %** of faculty members hold Ph.D. degrees.
- **26** Research supervisors provide research supervision to **76** research Scholars.
- The College has received grants worth **Rs. 352.99 Lakhs** from Government and non-governmental agencies for Research.
- An amount worth **Rs. 28.50 lakhs** has been disbursed by Management as seed money for Research Projects.
- **623 articles** are published in Scopus, Web of Science (WoS), and UGC CARE listed journals, and **373 books/chapters** are published.
- Various National and International awards, **16** research Projects, and **44** Patents.
- Various departments functioning as research centers
- **96** functional MoUs signed with various institutions and foreign universities.
- **30775** students received various institutional, government, and non-government scholarships during the last five years.
- Remarkable student's achievements in sports, extracurricular and extension activities
- General champions trophy since 2011, i.e., 11 years of consecutive titles in games and sports in inter-college competitions of the University of Rajasthan.
- Affordable fees, extensive outreach programs, and more than 44,700 strong alumnus active members.

- ICT-enabled teaching, VSAT classrooms, Smart Boards, and Wi-Fi campus focus on practical learning.
- Effective Mentor Mentee relationship for student support.
- Centrally located, easily accessible to students from remote areas.
- Hostel facility available for boys & girls.

Institutional Weakness

- The lack of systemic mechanisms for monitoring student progression
- The potential research talents are not adequately converted into patents and copyrights.
- The strong drive required for the promotion of consultancy.
- Only a few departments have national/ international collaborations.
- No accommodation facility is available for teaching or non-teaching staff.
- Great pool of alumni, but weak alumni contribution.
- Lack of space to extend the academic facilities.

Institutional Opportunity

- Exploring and strengthening academic linkages and creating new avenues for staff and student exchange programs with universities and colleges abroad.
- Being A++ and NIRF Rank holders, we intend to start online programs.
- Becoming an independent deemed-to-be-university, degree-awarding college as a first step. Identifying relevant and viable UG & PG programs in various domains to cater to local, national, and international needs.
- Tapping the potential to start more Ph.D. Program in various disciplines.
- More departments with the potential to be elevated MoUs as research centers.
- Developing vibrant partnerships with industry for training and development
- Extension of Research and industrial collaborations at national and international institutions and organizations.
- Short-term internships with media houses, NGOs, and legal professionals for Arts students.
- Networking robust research collaboration with national and international institutions/agencies and creating more patents/copyrights through meaningful and high-impact research.
- Enrich collaborative projects intra and inter-institutional to optimize resource sharing.
- Scope for strengthening outreach program.
- Faculty with international exposure and potential for developing multidisciplinary as well as interdisciplinary academic/ research programs
- Expanding the hostel facilities to accommodate more students.
- Exploring more avenues for the promotion of entrepreneurship, incubation centers, and start-ups.
- Enriched alumni engagement for institutional growth, placements, and research collaborations.
- Academic flexibility and scope for introducing new courses because of obtained academic autonomy.
- Strengthen resource mobilization through alumni networking.
- Utilize the New Education Policy to achieve University status for the institution.
- Mentoring the non-accredited institutions for assessment and accreditation with financial and other support from NAAC.

Institutional Challenge

- Keeping pace with global development in pedagogy and research.
- The ever-increasing cost of various resources for its acquisition and maintenance and the staff exchange schemes with international institutions.
- Keeping pace with the changing requirements of the global market.
- Making place among institutions of National Status.
- Attracting more multinational companies and reputed corporates for campus placements with comprehensive compensation for arts and Science stream students.
- Attuning to changing government/policy-making institutions of higher education.
- Courses with the current curriculum to add value resource augmentation for a growing institution.
- Adjusting academic and co-curricular activities to the rapidly changing socio-economic-political, and techno environment.
- More departments with the prospect of becoming centers of research.
- To involve more financial participation of alumni in the growth and development of the institution.
- Expanding threat posed by foreign universities entering the scenario.
- Creating more space for academic and co-curricular interactions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has consistently exercised its academic autonomy since 2012-13, and after attaining autonomy, persistently restructured its curriculum to fulfill its vision and mission of providing holistic education.

- **Outcome-Based Education, NEP-2020 & Choice-Based-Credit-System** was implemented in the curriculum.
- Over the assessment period, **Twenty-Four new programs** were introduced to address societal needs across local and global contexts.
- **627 new courses** were incorporated into the curriculum after conducting needs assessments and gathering stakeholder feedback.
- **Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO)** were defined for all programs, with continuous assessment conducted at the departmental level.
- **Implementation of the Choice Credit System (CBCS) model, especially in their choice of Discipline Specific Elective, Discipline Specific Core, Generic Electives/ Multidisciplinary majors, Ability Enhancement, and Skill-Enhancement Courses as per the latest NEP -2020 Guidelines & Framework**.
- The curriculum is updated regularly to include content highlighting **employability, entrepreneurship, and skill development** among students.
- All the departments offer value-added courses to develop skills in the core/ elective domain part of the curriculum.
- The curriculum integrates cross-cutting issues of **gender, environment and sustainability, human values, and professional ethics by including core/ elective courses in** the curriculum as per NEP-2020 and UNSDG.
- Ability Enhancement Compulsory Courses (AECC) are Hindi and English.
- Computer Application, Environment Science, Mental Ability and Reasoning, Anandam- Joy of Giving, NCC, NSS, Rovers and Ranger, Sports, Red Ribbon Club, Extra Curricular, Co-curricular activities, and Community Engagement Activities come under Skill Enhancement Courses and having credits.
- The **feedback** from the students and stakeholders is carefully analyzed and discussed, and various

bodies, including the subject Board of Studies, Academic Council, Governing Council, etc., initiate appropriate actions.

- Structured feedback on the curriculum is gathered from Students, Alumni, Teachers, and Academic Peers. The IQAC analyzes these for continuous improvement.

The institution has academic, professional, and value-added programs with comprehensive options for UG and PG levels in Science, Commerce, and Humanities. Currently, the institution offers 18 UG Programmes, 28 PG Programmes, 12 Ph.D. Programs, 11 PG Diploma Programmes, 03 Diploma, 60 Certificate Courses, 83 Skills, and Value Added Courses.

Teaching-learning and Evaluation

The college promotes advanced teaching, learning, and evaluation processes through its vision and mission, aiming to produce globally competitive students and faculty. These processes are regularly reviewed and refined to ensure they contribute effectively to the development of the society, state, and the nation as a whole.

- The college strictly adheres to the admission norms of the University of Rajasthan, Rajasthan Technical University, and the Commissionerate of College Education, Jaipur, Rajasthan, for admissions to different courses in General and Reserved Categories.
- Faculty use ICT to enhance teaching with student-centered methods, offering specialized coaching and remedial programs for slow learners and skill enhancement courses for advanced learners.
- College maintains a healthy student-teacher ratio of 37.8:1 to ensure individual care and practical learning. Mentor-mentee programs and optimum mentor-mentee ratio are significant catalysts for successfully addressing the multifaceted challenges faced by students.
- The college has well-equipped ICT facilities and Wi-Fi enabled campus. The college has ten smart classrooms, 30 ICT-enabled rooms, and an audio-visual lab for recording quality lectures to generate e-content.
- The college has a flag high in academic excellence by creating a teaching-learning atmosphere by preparing the academic calendar and teaching plans in advance and maintaining a teaching diary.
- College has more than 76% of faculty with Ph.D. and has worked for more than ten years in the same institution.
- The Continuous Internal Assessment is conducted for 30% marks in all courses, and the summative end-semester examination is conducted for 70%.
- The Examination Department has its exclusive software to manage its various requirements. All aspects of the system are entirely automated, starting from online registration to downloading results and verification
- Academic programs with different courses are opted for by the science, arts, and commerce faculty. Learning objectives discussed in the syllabus are observable, specific, and measurable, framed according to Bloom's taxonomy.
- The average pass percentage of students during the last five years is above 90%.
- The college conducts a Student Satisfaction Survey and remedial measures based on student feedback to improve teaching, learning, and evaluation methodologies.

Research, Innovations and Extension

The college has a vibrant research culture. It is developing an environment where multidisciplinary exploration

and education thrive across all Streams. It continues to be a beacon of academic excellence, providing a fertile ground for scholars to delve into their chosen fields and contribute to advancing knowledge.

- **12 Research Centers, 01 Central Research Laboratory, 51 well-equipped laboratories.**
- The college has received grants worth **352.99 Lakhs** from Government and non-governmental agencies for Research.
- The management has disbursed an amount of **Rs 28.50 lakhs**, as seed money for research projects**.**
- National and international fellowships and postdoctoral research fellowships from highly respected national institutions such as UGC, DST, DBT, and ICSSR. SERB-DST and International organizations, such as the National Science Foundation (NSF), United States of America (USA), Hiroshima University, Japan & Institute of Crystallography, Moscow (Russia), have created new avenues.
- Published **623** articles indexed in Scopus, Web of Science (WoS), UGC CARE listed journals, and **373** books/chapters with ISBN.
- **16** Research Projects and **44** Patents in the last five years.
- The college has **71** functional MoUs for the promotion of Research in the last five years.
- **26 f**aculty members are recognized as Research Guides by the University of Rajasthan and other Universities.
- **76** Ph.D. students have been registered under recognized guides in the last five years.
- Generated over **Rs. 50.10 lakhs through consultancy** in the last five years.
- **Plagiarism check software** (Turnitin/Check-For-Plag/Plagiarism Detector) are available.
- Innovation hub, Entrepreneurship Development cell, IPR cell, and incubation center.
- The Institution has a well-defined Research Promotion Policy & Research Ethics Policy and Consultancy Policy.
- The Institution has a **Research Advisory Committee, Research & Development Committee, and Research Ethics Committee**.
- **The Entrepreneurship Development Cell, NSS, NCC, Rangers, Rovers, and Red Ribbon Club conduct 191 extension and outreach programs.**

We strive to be a pioneering, revolutionary, and comprehensive research institution that leverages the talents and strengths of our creative research centers to raise research infrastructure and support while being equally proud achievers in extracurricular activities and volunteerism. At our college, we believe in nurturing academic excellence, a sense of social responsibility, and entrepreneurial spirit.

Infrastructure and Learning Resources

The institute has developed adequate physical facilities to support the teaching-learning process. The physical infrastructure comprises the following:

- **10 acres** of campus area with 6-floor buildings and a **built-up area** of **4,85,463 sq ft.**
- **153** classrooms, **30** ICT-enabled classrooms, and **10** smart classrooms.
- **51** laboratories, **01** Central Research Laboratory, and **12** Research Centres.
- Innovation hub, Language Lab, Media Studio**.**
- **5** Seminar halls, one open-air theatre, Lush lawn.
- Three botanical gardens, a Herbarium, a Zoological Museum, 2 Water Harvesting systems, and a Solar Energy Plant of 350 KWH.
- A centralized staffroom, along with various staff rooms in big departments, caters to the well-being of the faculty.

- Divyangjan-friendly campus with two lifts, five ramps, elevators, wheelchairs, and washrooms.
- Boys and girls hostel, reading room, medical room, Separate standard rooms for boys and girls, Cafeteria, security guard chambers, training and placement cell.
- Huge underground parking for staff and students with a capacity of 415 four-wheelers and 1023 two-wheelers and parking for 400 vehicles at the college entry.
- **Central library, 21 departmental l**ibraries.
- The library as a learning resource has more than **1,59,495** text and reference books, **156** Journals, **87** magazines, and **27** newspapers, including National, State, and Local newspapers in English.
- **1,99,500** e-books and more than **6,000** e-journals.
- Braille newspaper facility is provided to specially challenged students.
- **680** computers with internet bandwidth through **300 MBPS** Jio Internet Leased and **200 MBPS** BSNL broadband connection.
- 3 Intel Xeon S 4310 CPU servers.
- **23** printers consisting of **20** laser printers, three dot-matrix printers, and seven scanners are installed in the labs, offices, and departments.
- one outdoor stadium with a capacity of 2500 spectators and one indoor stadium.
- Two basketballs, two volleyballs, one tennis court, four badminton courts, and six tables –tennis tables, hockey, football, handball, cricket fields, etc.- are present for student practice and matches.
- Gymnasiums equipped with treadmills, dumbbells, weights, pull-down, pull-up machines, pressing stations, etc.
- Examination Cell, secrecy department, store room for keeping all confidential records, and printing press.

We provide modern, sustainable facilities and comprehensive resources to support dynamic learning, research excellence, and holistic student development.

Student Support and Progression

S.S. Jain Subodh P.G. College places students at the forefront and has established a robust Student Support and Progression system. Numerous Cells/Committees work diligently to support students' academic, psychological, physical, economic, social, and spiritual well-being and growth.

- The college has implemented comprehensive policies and procedures to assist students in obtaining scholarships and freeships, ensuring financial support and accessibility for their education.
- **30775** students received various institutional, government, and non-government scholarships and freeships during the assessment period.
- The institution integrates counseling to support students' growth, excelling with a mentor-mentee scheme, a practical placement cell, and strategic competitive exam preparation initiatives **such as Subodhini**: **One Question, One Teacher, Hunar: Skill Enhancement Scheme, Hunar: Skill Enhancement Scheme, etc.**
- To promote capacity development and skill enhancement, the college organized **125** programs focusing on **soft skills, language and communication skills, life skills, and technology**.
- An effective Grievance Redressal Mechanism is in place to ensure prompt resolution of student grievances, including cases of sexual harassment and ragging. No incidents of ragging or sexual harassment were reported during the period.
- **3114** outgoing students placed and progressed to higher education during the last five years.
- During the assessment period, **172** students qualified in national-level competitive exams such as UGC

NET/JRF, GATE, PSC, UPSC, etc.

- Students achieved more than **135** awards/medals for outstanding performance in sports and cultural activities at inter-university, state, national, and international events.
- The college's active student council nominates members annually based on their contributions in sports, extracurricular, cultural activities, achievements, merit, regularity, discipline, sincerity, leadership, and overall performance.
- The student Council organizes students' festivals, namely **Gorband, AAyam, Comfest, Abhinandan,** etc.
- The alumnus has contributed **Rs 51.25 lakhs monetary** over the past five years.
- The college has a registered Alumni association named **Subodh Snatakottar Mahavidyalaya Purv Chhatra Samiti** boasting **44,700** members worldwide.

We promote diversity with awards and scholarships, support equity with financial aid, and provide career counseling. The Mentor-Mentee scheme, grievance redressal, and Student Council strengthen our bond, ensuring adequate educational support.

Governance, Leadership and Management

S.S. Jain Subodh P.G. College's governance aligns with its vision and mission. It features a well-defined, decentralized, and participatory structure, promoting comprehensive growth, innovation, and inclusivity through strategic planning and initiatives.

- The **college's statutory bodies**, namely the Governing Body, Academic Council, and Board of Studies, are regularly reconstituted according to UGC regulations.
- The college has **24 well-defined policies and manuals** encompassing E-Governance, Research, Code of Conduct, Energy Conservation, Differently-Abled, Gender Sensitization, etc., which are regularly revised to meet current needs and evident in its alignment with **NEP 2020 and Vision 2030.**
- **87 Cells and Committees** coordinate and oversee various institutional activities, policies, and initiatives, ensuring effective governance, student engagement, and academic and ethical standards adherence.
- The college's **Perspective Plan 2017-2030** is regularly reviewed to achieve its vision. This Plan guides growth, inclusivity, infrastructure enhancements, skill development, and academic excellence based on SWOC analysis and NAAC recommendations.
- The **college implements e-governance** across administration, finance, student support, and examinations to promote transparency, participation, and accountability.
- The college implements a sound **Performance Appraisal System for teaching and non-teaching staff**, ensuring transparency, continual improvement, and professional development.
- **Welfare measures** include statutory schemes, financial aid, health support, awards, career enrichment, and advancement opportunities, developing an environment of excellence.
- The **college promotes staff professional growth** by organizing seminars, conferences, workshops, and refresher courses.
- **629 faculty members provided financial support** to attend conferences, workshops, and membership in professional bodies.
- **A vibrant research culture** is nurtured by incentivizing high-quality research through various measures such as publication fee reimbursements, support for patent applications, and **seed money** for research projects.
- **Resource Mobilization** at college ensures financial sustainability and optimal resource utilization

through diversified funding, responsible fund management, and proactive budget planning.

- The **IQAC significantly enhances institutional quality** through enriching curriculum, adopting Research Promotion Policy & Ethics, conducting Academic and Administrative Audits, and promoting strategic collaborations through Memorandums of Understanding (MoUs) for academic enrichment and interdisciplinary research.
- **NIRF ranking and other high rankings** demonstrate the institution's commitment to quality assurance and improvement efforts.

Hence, the college highlights governance, leadership, and management through structured policies, strategic initiatives, and compelling collaborations, ensuring institutional excellence and sustainable growth.

Institutional Values and Best Practices

The institution actively addresses emerging challenges like gender equity, environmental sustainability, inclusiveness, and professional ethics. Its vision and mission serve as foundational principles in achieving these goals.

- Strong policies, cells, and initiatives ensure the females' inclusivity, dignity, and safety. Representation of females in the faculty, administration, and roles fosters holistic development.
- CCTV Cameras, Deployment of lady guards, and training sessions on self-defense ensure Women's Safety.
- Sensitization on gender equity is integrated into facilities, co-curricular, and extracurricular activities.
- **Internal Complaint Committee, Women Welfare Cell, and Equal Opportunity Cell ensure and promote** Women's Empowerment and Gender Equity.
- Over the past five years, more than **40** Programmes have been organized to sensitize and promote Gender Equity and facilitate Women's Empowerment.
- Facilities for alternate energy sources include **solar, grid wheeling, sensor-based energy conservation, LED bulbs, and power-efficient equipment** installations.
- The capacity of a solar panel system is 350 KW.
- LED lights, display boards, and signposts enhance pedestrian-friendly pathways.
- **Rain-water harvesting, Water conservation measures** like borewell/open well recharge, water tank construction, water body creation, and distribution systems conserve water effectively.
- Greenery is maintained as per the **Green Policy, and the Green Club organizes** various activities to promote awareness about green initiatives.
- The **Plastic Free Campus** initiative promotes the avoidance of single-use plastics.
- **Green & Environment audit and Energy audit** have been conducted.
- The campus provides a **Divyangjan-friendly environment** with Divyangjan Policy, Lifts, Ramps, Wheelchair assistance, Divyangjan-friendly Washrooms, Braille newspaper facility Assistive Software (NVDA) etc.
- Collection and disposal of non-biodegradable solid waste have been outsourced to authorized agencies.
- To dispose of biodegradable waste, our college has set up four vermicompost beds.
- Solid waste is segregated into dry and wet categories. A garbage collecting vehicle from Jaipur Municipal Corporation carries it to the recycling plant.
- **Code of conduct Policy and manuals on human values and professional ethics** establish clear guidelines for respectful, ethical behavior, ensuring a safe and fair workplace, and fostering integrity and respect in all interactions and decision-making processes.

Consequently, the college is committed to innovation and best practices through proactive initiatives and continuous improvement, adopting a culture of creativity and excellence.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S.S.JAIN SUBODH PG COLLEGE
Address	Tonk Road, Rambagh Circle,
City	Jaipur
State	Rajasthan
Pin	302004
Website	https://www.subodhpgcollege.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority[signed].pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	15-07-1954
Date of grant of 'Autonomy' to the College by UGC	13-02-2012

University to which the college is affiliated		
State	**University name**	**Document**
Rajasthan	Rajasthan Technical University	[View Document](#)
Rajasthan	University of Rajasthan	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	17-06-1972	[View Document](#)
12B of UGC	17-06-1972	[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
AICTE	[View Document](#)	15-05-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	03-11-2004
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Government of Rajasthan
Date of recognition	17-07-2006

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Tonk Road, Rambagh Circle,	Urban	10	485463

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	BSc,Physical Science,Maths	36	Senior Secondary	English,Hindi	840	721
UG	BSc,Life Science,Biology	36	Senior Secondary	English,Hindi	240	240
UG	BSc,Physics, Physics	36	Senior Secondary	English,Hindi	60	45
UG	BSc,Chemistry,Chemistry	36	Senior Secondary	English,Hindi	60	44
UG	BSc,Mathematics,Maths	36	Senior Secondary	English,Hindi	60	56
UG	BSc,Zoology ,Zoology	36	Senior Secondary	English,Hindi	60	36
UG	BSc,Botany, Botany	36	Senior Secondary	English,Hindi	20	18
UG	BCom,Commerce,	36	Senior Secondary	English,Hindi	780	675
UG	BCom,Eafm, EAFM	36	Senior Secondary	English,Hindi	60	55
UG	BBA,Business Administration,	36	Senior Secondary	English	180	180
UG	BCom,Business Administration,BADM	36	Senior Secondary	English,Hindi	60	55
UG	BA,Arts,	36	Senior Secondary	English,Hindi	600	600
UG	BA,Geography,Geography	36	Senior Secondary	English,Hindi	50	50

UG	BSc,Geography,Geography	36	Senior Secondary	English,Hindi	10	6
UG	BA,History,History	36	Senior Secondary	English,Hindi	60	55
UG	BA,Political Science,Political Science	36	Senior Secondary	English,Hindi	60	60
UG	BCA,Computer Science,	36	Senior Secondary	English,Hindi	180	180
UG	BCom,Abst, ABST	36	Senior Secondary	English,Hindi	60	53
PG	MSc,Physics, Physics	24	UG	English	40	40
PG	MSc,Chemistry,Chemistry	24	UG	English	40	40
PG	MA,Mathematics,Maths	24	UG	English	10	10
PG	MSc,Mathematics,Maths	24	UG	English	30	30
PG	MSc,Zoology,Zoology	24	UG	English	80	80
PG	MSc,Botany, Botany	24	UG	English	80	79
PG	MCom,Eafm, EAFM	24	UG	English	60	60
PG	MCom,Business Administration,BADM	24	UG	English	60	60
PG	MSc,Geography,Geography	24	UG	English	10	7
PG	MA,Geography,Geography	24	UG	English	30	29
PG	MA,History, History	24	UG	English	40	38

01-05-2025 02:41:21

PG	MA,Political Science,Political Science	24	UG	English	40	38
PG	MA,English, English	24	UG	English	40	38
PG	MSc,Computer Science,IT	24	UG	English	40	40
PG	MCA,Computer Science, Masters in Computer Applications	24	UG	English	120	120
PG	MSc,Environmental Science,Evn. Sc.	24	UG	English	40	34
PG	MSc,Biotechnology,Biotechonology	24	UG	English	40	40
PG	MSc,Microbiology,Microbiology	24	UG	English	20	20
PG	MA,Psychology,Psychology	24	UG	English	10	10
PG	MSc,Psychology,Psychology	24	UG	English	10	10
PG	MSc,Statistics,Statistics	24	UG	English	20	20
PG	MA,Public Administration,Public Admn.	24	UG	English	40	33
PG	MA,Sociology,Sociology	24	UG	English,Hindi	20	20
PG	MSW,Sociology,Master of Social Work	24	UG	English,Hindi	40	29

PG	MA,Journalis m And Mass Communicati on,JMC	24	UG	English,Hind i	40	31
PG	MA,Economi cs,Economic s	24	UG	English,Hind i	40	32
PG	MA,Hindi,Hi ndi	24	UG	Hindi	40	25
PG	MCom,Abst, ABST	24	UG	English,Hind i	40	30
PG Diploma recognised by statutory authority including university	PGDCA,Co mputer Science,	12	UG	English	20	20
Doctoral (Ph.D)	PhD or DPhil ,Physics,Phys ics	36	NET OR SET OR MPAT	English	9	7
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,C hemistry	36	NET OR SET OR MPAT	English	8	5
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Maths	36	NET OR SET OR MPAT	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoo logy	36	NET OR SET OR MPAT	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Botany,Bota ny	36	NET OR SET OR MPAT	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Eafm,EAFM	36	NET OR SET OR MPAT	English	12	12
Doctoral (Ph.D)	PhD or DPhil ,Business Ad ministration, Business Ad ministration	36	NET OR SET OR MPAT	English	1	0

Doctoral (Ph.D)	PhD or DPhil ,History,History	36	NET OR SET OR MPAT	English,Hindi	2	2
Doctoral (Ph.D)	PhD or DPhil,Political Science,Political Science	36	NET OR SET OR MPAT	English,Hindi	1	0
Doctoral (Ph.D)	PhD or DPhil ,English,English	36	NET OR SET OR MPAT	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Computer Science,Computer Application	36	NET OR SET OR RTUDAT	English	18	18
Doctoral (Ph.D)	PhD or DPhil ,Abst,ABST	36	NET OR SET OR MPAT	English	1	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				46				213			
Recruited	3	0	0	3	20	26	0	46	61	152	0	213
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				117
Recruited	95	22	0	117
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	17	3	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	20	26	0	43	118	0	210
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	18	31	0	49
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

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

01-05-2025 02:41:21

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	6120	142	0	0	6262
	Female	1986	79	0	0	2065
	Others	0	0	0	0	0
PG	Male	902	39	0	0	941
	Female	946	51	0	0	997
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	15	0	0	0	15
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	22	0	0	0	22
	Female	30	0	0	0	30
	Others	0	0	0	0	0
Certificate / Awareness	Male	2607	0	0	0	2607
	Female	718	0	0	0	718
	Others	0	0	0	0	0

01-05-2025 02:41:22

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	243	252	187	182
	Female	81	64	52	48
	Others	0	0	0	0
ST	Male	221	269	163	153
	Female	72	54	32	31
	Others	0	0	0	0
OBC	Male	1053	934	1003	1092
	Female	408	284	308	346
	Others	0	0	0	0
General	Male	1321	1139	1287	1226
	Female	624	591	538	548
	Others	0	0	0	0
Others	Male	31	45	90	20
	Female	15	11	17	5
	Others	0	0	0	0
Total		4069	3643	3677	3651

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Abst	[View Document](#)
Arts	[View Document](#)
Biotechnology	[View Document](#)
Botany	[View Document](#)
Business Administration	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)
Eafm	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Environmental Science	[View Document](#)
Geography	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
Journalism And Mass Communication	[View Document](#)
Life Science	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Physical Science	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Public Administration	[View Document](#)
Sociology	[View Document](#)
Statistics	[View Document](#)
Zoology	[View Document](#)

01-05-2025 02:41:22

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The S. S. Jain Subodh P.G. College, Jaipur, has transformed into a holistic, multidisciplinary institution by redefining its academic structure, developing interdisciplinary collaboration, and innovating programs to tackle global challenges head-on. The college has implemented NEP-2020 & Choice-Based-Credit-System. Aligned with the objectives of the NEP, the college is committed to unlocking the full potential of its students through a holistic, multidisciplinary, or interdisciplinary educational approach. Equipped with NEP guidelines, the institution's teaching methodology ensures students' comprehensive development across intellectual, scientific, emotional, social, and cultural dimensions. The college has expanded its academic offerings significantly, introducing 83 value-added courses, 60 certificate courses, three diploma courses, 11 PG diploma courses, and 14 generic elective courses. Among these offerings are numerous multidisciplinary programs designed to integrate Humanities and Science with STEM fields seamlessly. A few such courses introduced are the P.G. Diploma in Industrial Safety Health and Environmental Management, Diploma Course in Digital Marketing, Certificate Course in Social Biotechnology, Value-added Course in Jain Philosophy and Modern Science, Master of Science in Environmental Science, etc. These programs reflect the commitment of the Institute to providing diverse educational opportunities that cater to a wide range of student interests while promoting interdisciplinary learning and skill development. These academic offerings complement interdisciplinary seminars, workshops, and training programs that further bridge humanities and science disciplines. Social service initiatives, facilitated by NSS, NCC, various clubs, and committees, sensitize students to environmental, social, and health issues and develop a sense of responsibility towards society. The institution is committed to offering a flexible, multidisciplinary curriculum that accommodates multiple entry and exits, contingent upon state government directives. Collaborative research projects involving faculty, students, government bodies, NGOs, and various departments address pressing societal challenges, nurturing students into

	responsible citizens. The college embraces good practices to promote a multidisciplinary approach, including offering interdisciplinary courses, organizing research seminars, supporting student clubs, providing faculty development programs, and developing cross-departmental collaboration, all in line with NEP 2020 objectives. For example, Almost all the faculty members participated in the NEP-2020 Orientation and Sensitization Programme organized by UGC-Malviya Mission Teacher Training Centre (HRDC), University of Rajasthan, Jaipur, and other State & Central Universities.
2. Academic bank of credits (ABC):	The college acknowledges the importance of the Academic Bank of Credits (ABC) proposed in the National Education Policy (NEP) 2020, providing students with course flexibility, institution mobility, and credit accumulation. Registering for the UGC proposed ABC is pivotal for promoting a learner-centric approach and interdisciplinary learning and allowing students to pursue courses at their own pace. Hence, till date we have registered almost 9800 students under the ABC. The college's adoption of a student-centric approach, coupled with collaboration with stakeholders, facilitates effective implementation of the ABC, enhancing higher education accessibility, flexibility, and relevance in India. Moreover, the college's registration under 'NAD Digi locker' is the first step towards creating an online digital repository of student credits, further streamlining credit tracking. Encouraging faculty autonomy in curriculum design within established frameworks and providing professional development opportunities ensures pedagogical innovation. Transparency and flexibility in credit accumulation and transfer processes are emphasized as good practices aligned with the NEP 2020, developing inclusivity and mobility in higher education. Furthermore, the institution has established many Memorandums of Understanding (MoUs) with several other institutions, signaling its commitment to collaborative endeavors and its aspiration towards internationalizing education, including the potential for joint degrees with foreign institutions. Faculty members actively craft their curricular and pedagogical strategies within the established framework, utilizing Learning Management Systems. Furthermore, students are encouraged to enroll in and

	complete courses offered through online platforms such as MOOC and SWAYAM Courses, enriching their learning experiences. Participation in extracurricular activities like NSS, NCC, sports, and fine arts enables students to develop a holistic educational journey.
3. Skill development:	Skill development is acquiring and enhancing the abilities, competencies, and knowledge required to perform tasks effectively. It is crucial for personal growth, professional success, and societal advancement. The S. S. Jain Subodh P.G. College, Jaipur, strongly emphasizes empowering students with the necessary skills to attain desired competency levels. Implementation of an Outcome-Based Education approach, the college has structured its curriculum to emphasize skill development and learning outcomes and implementation of the Choice Credit System (CBCS) model, especially in their choice of Discipline Specific Elective, Discipline Specific Core, Generic Electives/ Multidisciplinary majors, Ability Enhancement and Skill-Enhancement Courses as per the latest NEP -2020 Guideline & Framework. Ability Enhancement Compulsory Courses (AECC) are in Hindi and English. Computer Application, Environment Science, Mental Ability and Reasoning, Anandam- Joy of Giving, NCC, NSS, Rovers and Ranger, Sports, Red Ribbon Club, Extra Curricular, Co-curricular activities, and Community Engagement Activities come under Skill Enhancement Courses. Students benefit from 83 Skills-Focused and Employability-based Value-added Courses designed to nurture their skill sets. These courses cover diverse areas such as life skills, communication skills, banking, computer applications, design, programming, etc. The college extends skill enhancement opportunities through various certificate courses to enrich student's skill development avenues like: • Personality development with an interview skill program • Communication Skills and Personality Enhancement Program • Skill Development Earn by Learn: Soil Analyst • Communication Skill Course • Basic Skills in Psychological Counseling • Spoken English Course with Personality Development, Interview, and Soft Skills, etc. Across all programs, our students also engage in hands-on learning experiences, including internships, fieldwork, industrial visits, and project-

	based learning, which enrich them with Skills-focused and employability-based knowledge. Numerous co-curricular and extracurricular activities have also driven them towards Skill development. The college is committed to imparting value-based education, offering courses, and organizing events on professional ethics, research ethics, the Indian constitution, life skills, and the code of conduct. Furthermore, it observes important days to instill core values such as truth, justice, peace, love, and non-violence among its students. Overall, skill development in our college under NEP is about imparting theoretical knowledge and equipping students with the practical skills, competencies, and mindset required to succeed in the rapidly evolving global economy. Hence, skill development is a continuous journey that empowers individuals to adapt, thrive, and contribute meaningfully to their professional and personal lives. Embracing lifelong learning ensures that individuals remain competitive, innovative, and resilient in a rapidly changing world.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Integrating Indian knowledge into college involves recognizing and incorporating traditional wisdom, philosophies, and practices from India into academic curricula. The college remains dedicated to preserving the essence of the Indian Knowledge system, culture, and heritage. It honors significant events like Hindi Divas, Tourism Day, World Sanskrit Day, International Yoga Day, Azadi Ka Amrit Mahotsav (A series of events and festivals celebrating 75 years of India's independence, highlighting the country's cultural and linguistic diversity through various programs and exhibitions) celebrating the richness of Indian languages and traditions. Faculty members have the freedom to conduct classes in bilingually (English/Hindi) for better conceptual clarity. With the implementation of NEP 2020, all courses are crafted to encompass and reflect the excellence across diverse knowledge domains symbolic of India as a knowledge civilization. In this regard, we have added such value-added courses like-Indian Knowledge System. This approach enhances understanding of India's rich and varied culture, encompassing ancient and modern systems and traditions. Moreover, it emphasizes the significance of knowledge as a paramount value deeply ingrained in society's social and cultural

	fabric. The college promotes Indian languages, arts, and traditions through various competitions. These competitions, encompassing essay writing, poetry, speech, folk song, folk dance, and skit, encourage students to embrace and preserve their diverse Indian cultural heritage.
5. Focus on Outcome based education (OBE):	Outcome-based Education (OBE) is one of the widely embraced models utilized by our college to craft learning experiences and assessments in higher education. In this system, learning outcomes drive the teaching-learning process. As an autonomous institution, OBE is integrated through curriculum design, method and technology selection, learning experiences, and student performance assessment. With the implementation of an outcome-based education approach, the college has structured its curriculum to emphasize skill development and learning outcomes. Our college has achieved significant milestones in adopting Outcome-Based Education (OBE), a student-centric approach emphasizing measurable outcomes. This shift from traditional content-focused education to an outcome-based model aims to ensure that graduates possess the necessary skills and competencies required in the professional world. Both undergraduate and postgraduate programs are structured under OBE to meet local, regional, and global standards. All programs specify Program Specific Outcomes (PSO) and Course Outcomes (CO). Additionally, courses are designed according to Bloom's Taxonomy, assisting educators in crafting learning outcomes across subjects. Student assessment follows the OBE attainment model outlined in the National Education Policy (NEP). We regularly review and update our curricula and teaching methods based on feedback from stakeholders. This continuous improvement ensures that our programs remain relevant and effective in meeting the desired outcomes. Our college has conducted numerous FDPs focused on OBE methodologies. These programs train faculty members with the necessary skills to effectively design, implement, and effectively assess outcome-based curricula. Our college has established numerous collaborations that provide students with internship opportunities, industry projects, and exposure to current industry practices. These experiences are integral to achieving the desired

	outcomes of our programs. A robust assessment framework, including formative and summative assessments, ensures continuous evaluation of student performance and learning outcomes. Implementing innovative pedagogical approaches such as project-based learning has adopted critical thinking and problem-solving skills among students. Through these concerted efforts, our college has successfully integrated Outcome-Based Education and demonstrated exemplary preparedness for the NEP-2020. These initiatives ensure that our students are well-equipped with the knowledge, skills, and competencies required to excel in their future careers and contribute meaningfully to society. The adoption of OBE has transformed our educational approach, ensuring that every aspect of our programs is aligned to produce competent, industry-ready graduates. This commitment to outcome-based education reflects our dedication to excellence and continuous improvement in higher education.
6. Distance education/online education:	Our institution has ten smart classrooms for conducting virtual classes. The COVID-19 pandemic prompted a significant shift in the Higher Education System from offline to online, encompassing curriculum delivery and all student and teacher-centric activities. Online education offers students the flexibility to learn and explore at their own pace. Even post-pandemic, online modes persist due to their accessibility from anywhere and anytime. To enhance flexibility, the college has transitioned to a blended or hybrid mode of teaching and learning. Currently, these smart classrooms are utilized by departments for various online activities such as lectures, faculty development programs (FDPs), virtual conferences, seminars, Post Graduate Students' Seminar presentations, and dissertation PowerPoint presentations. We have acquired licenses for video conferencing platforms like Video Meet, Google Meet, and Zoom during the COVID-19 pandemic. Our teachers are proficient in utilizing smart classrooms and ICT-enabled tools. They leverage YouTube to create and deliver e-content, short videos, interactive PowerPoint presentations, and other online materials. Discussions, information sharing with students, and inter-departmental communication are facilitated through WhatsApp groups and email. Furthermore, students are

	encouraged to enroll in online portals such as MOOCs and SWAYAM courses to broaden their knowledge and skills. The college actively participates as a Local Chapter of NPTEL courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, S. S. Jain Subodh P.G College, Jaipur, has taken steps to promote electoral literacy and civic engagement. Recognizing the significance of voting as a fundamental democratic right and responsibility, the college set up an Electoral Literacy Club (ELC) in 2018, functioning along with the National Service Scheme (NSS) with a team of students and faculty coordinators. Electoral Literacy Club (ELC) is part of our commitment to promote civic awareness and encourage active participation in the democratic process among students. The ELC aims to educate students about the electoral process, the importance of voting, and their roles and responsibilities as informed citizens. Students are more informed about their electoral rights and responsibilities, leading to increased voter registration and participation rates among the student body. The main goal of this club is to get students interested and involved in the electoral process by offering fun and thought-provoking activities. These activities give students practical experience, helping them better understand their voting rights and responsibilities. The ELC program teaches students about the details of the electoral process, mainly focusing on how to register to vote and the voting procedure. By using a variety of creative and engaging activities, the college aims to highlight the importance of participating actively in the democratic process. Through hands-on experiences, students learn about how elections work and the fundamental principles of a functional democracy. These learning opportunities help students make informed decisions, use their voting rights responsibly, and contribute positively to democracy. The ELC connects what students learn in theory to real-world application, deepening their understanding of civic duties. By introducing young minds to the electoral process early on, our college plays a vital role in shaping responsible citizens who

	can actively participate in the future of their country. Through its ongoing efforts, the college aims to cherish a sense of civic duty, encourage political awareness, and instill the values of democracy and active citizenship in its students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college has appointed student coordinators and coordinating faculty members to ensure the effective functioning of the Electoral Literacy Clubs (ELC). The ELC has Faculty coordinators, two student coordinators, and 23 student members appointed by the college. The Constitutional Team of faculty members is: 1. Dr. Bhavna Detha Convener 2. Dr. Anshul Sharma Member 3. Dr. Pawan Sharma Member 4. Dr. Mukesh Chand Sharma Member 5. Dr. Rakesh Dhabai Member 6. Dr. Shalini Sandhu Member 7. Dr. Vimal Katta Member 8. Dr. Shailja Bhatt Member The ELC is functional and actively engages students in various electoral awareness activities. Regular events, workshops, and interactive sessions are conducted to educate students about the electoral process, voter registration, and the importance of voting. The ELC is representative in character, comprising a diverse group of students from different academic backgrounds and years of study. This inclusivity ensures that the clubs represent the broader student body and address the interests and concerns of all students. By involving a wide range of students, the ELC promotes a culture of active participation and democratic engagement within the college. The ELC is functional with the following objectives: • To create awareness in the population about the value of their vote through awareness camp. • To educate the students about the importance of voting in a democracy and their rights and responsibilities as voters. • To educate the population about their "Right to Vote." • To empower its academic community with the knowledge and motivation to participate meaningfully in the electoral process. • To guide individuals in registering to vote and help them understand the requirements and procedures. • To encourage citizens to vote ethically, which includes voting without being influenced by money, gifts, or any other undue influence. • To empower young people to participate actively in elections and civic activities. In summary, with appointed student coordinators and faculty members, our ELC is

	functional and representative, playing a vital role in promoting electoral literacy and student civic engagement.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club at Subodh P.G College (Autonomous) Jaipur is dedicated to developing civic engagement and democratic participation among the student body and creating sensitization of students through various innovative programs and initiatives. Following innovative programs and initiatives were undertaken by the ELC: Awareness Programs: Voter awareness camp conducted at various places in Jaipur district and its surrounding places for students' disabled persons & senior citizens. These programs demystify the electoral process, covering voter registration and the electoral system to equip students with the knowledge they need to be active citizens. On September 30th, 2023, the Election Commission of India (ECI) at the Rajasthan Agriculture Research Institute. The program aimed to raise awareness about the importance of voting and encourage voter participation among all sections of society. The event featured esteemed guests, including Shri Rajiv Kumar, Chief Election Commissioner at ECI, Shri Anup Chandra Pandey, Election Commissioner at EC, and Shri Arun Goel, Election Commissioner at ECI, along with District and State Icons. NSS volunteers, Rangers & Rovers, NCC cadets, and RJ Ravindar actively assisted the district election administration in the conduct of a voter awareness campaign. Guest Lectures and Expert Speakers: The club invites experts, including election officers, to provide valuable insights and facilitate direct student engagement with key figures in the field. Selfie Booth for voter awareness: A Selfie Booth for voter awareness was set up to promote civic engagement through fun selfies and educational content, encouraging participation in the democratic process. Voter Registration Drive: The club conducts in-class voter registration drives, making it easy and convenient for students to register, ensuring their voices are heard in the democratic process. Swachhta Programme – A review meeting was held by the Hon'ble Minister for Youth Affairs & Sports on 19.03.2024 regarding various activities being conducted under the NSS program from 27th to 29th March 2024 on the occasion of Shaheedi Diwas. This program organized the following activities: the

Swachhta Programme, the Role of Youth in the Elections, and Voter Awareness among the Youth. Awareness Rally- On October 1st, 2023, a mega walkathon was organized from Statue Circle to Amar Javan Jyoti, followed by a Voters Oath event and a Felicitation Ceremony by the Election Commission of India (ECI) at the Rajasthan Agriculture Research Institute. Panel Discussions: The club hosts panel discussions on political and social issues to encourage critical thinking, diverse perspective exploration, and constructive dialogue. Ethical Voting Promotion: Ethical voting instills integrity and responsibility in student voters, ensuring they exercise their franchise ethically. Inclusive Participation: The club actively enhances participation among underprivileged sections of society by removing voting barriers. In conclusion, the Electoral Literacy Club at Subodh P.G College Jaipur is committed to shaping informed, responsible, and active citizens through innovative programs. Their goal is to empower students to participate in the democratic process, promoting ethical voting, inclusivity, and the responsible exercise of their franchise, ensuring a brighter, more participative future for society and the nation.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The commitment of S.S Jain Subodh P.G College Jaipur to democratic participation goes beyond mere theoretical knowledge. The Electoral Literacy Club, a driving force on campus, is committed to transforming awareness into tangible action. One of the pivotal initiatives undertaken by the club is organizing voter registration drives on campus. These drives are designed to simplify the often-complex voter registration process, ensuring eligible university community members can exercise their fundamental right to vote. Under the able guidance of the club coordinators and in collaboration with election officials, eligible students are empowered to complete the voter registration process using a convenient mobile app. This proactive approach has streamlined the registration process, eliminating many hurdles that often deter individuals from participating in the democratic process. The Voter Registration Campaign spearheaded by the Electoral Literacy Club is a testament to their commitment to raising awareness about the significance of voting. This campaign has illuminated the crucial role of

civic duty and highlighted the profound impact of individual participation in the democratic process. The campaign's innovative and informative strategies have engaged students and faculty alike, developing a deeper understanding of the importance of active citizenship. Moreover, the college students have solemnly pledged to uphold democratic values. This pledge represents an unwavering commitment to the core principles of democracy, including the right to vote, the responsibility to stay informed about the issues that matter, and the duty to engage constructively in the democratic process. The pledge-taking ceremony was conducted simultaneously across all faculties and students within the college, emphasizing the extensiveness of these democratic values and the collective responsibility of the entire college community. By performing these activities, the Electoral Literacy Club instills a sense of civic responsibility in its students and actively contributes to nurturing responsible and engaged citizens. The club's commitment to enhancing the democratic spirit within the college community is evident in its comprehensive approach to promoting awareness, facilitating the registration process, and inspiring active participation in the democratic process. In a world where democratic values are cherished and safeguarded, the initiatives of the Electoral Literacy Club serve as a shining example of how educational institutions can go beyond classroom instruction to empower the nation's future leaders. These initiatives underscore the university's vision, which goes far beyond producing educated individuals; it is about developing individuals who are well-informed but also responsible, engaged, and committed citizens who actively contribute to the democratic fabric of our society.

| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Most eligible students above 18 years have registered as Voters in the Electoral Roll. Very few students above 18 years eligible to vote are yet to be enrolled as voters in the electoral roll. This situation underscores the importance of the colleges' efforts to ensure that all eligible students exercise their right to vote. Efforts by the Electoral Literacy Clubs (ELCs) 1. Voter Registration Drives: The ELCs regularly organize voter registration drives on campus. These events are designed to simplify the registration process for students, providing them with the |

necessary forms and guidance on completing and submitting them. 2. Information Campaigns: Through workshops, seminars, and informational sessions, ELCs educate students about the importance of voting and the steps involved in registering to vote. These campaigns also use social media and campus publications to reach a broader audience. 3. Collaboration with Election Authorities: ELCs work closely with local election authorities to facilitate on-campus registration. This collaboration ensures that the registration process is streamlined and that students have direct access to official resources and support. College Efforts to Institutionalize Voter Registration 1. Voter Registration Camp: The camp by Jaipur Collector was organized in college many times. They facilitate the principal's support for the awareness campaign for Jaipur Collector. 2. Dedicated Voter Registration Cells: The college has established dedicated cells or committees coordinating voter registration efforts across all its colleges. These cells work year-round to ensure that all eligible students are registered. 3. Integration into Orientation Programs: Information about voter registration is integrated into student orientation programs. New students are informed about their voting rights and the importance of registering when they turn 18. 4. Online Registration Platforms: The college has developed or promoted online platforms to facilitate easy voter registration. These platforms provide step-by-step instructions and links to official election commission websites where students can register electronically. 5. Collaboration with Government Agencies: The college collaborates with government agencies to conduct regular voter registration camps on campus. These camps provide a one-stop solution for students to register and resolve any issues related to their voter ID cards. 6. Feedback and Monitoring: The college regularly collects feedback from students about the registration process and monitors the progress of these initiatives. This helps identify and address any challenges students face in registering to vote. Through these comprehensive efforts, the ELCs and the college are making significant strides in ensuring all eligible students are enrolled as voters. These initiatives help institutionalize the process, making voter registration an integral part of the student experience.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9640	9186	9185	9069	8798
File Description			Document	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3000	2978	2977	2900	2741
File Description			Document	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
255	251	239	233	229
File Description			Document	
Institutional data in the prescribed format			[View Document](#)	
Certified list of full time teachers			[View Document](#)	

2.2

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

Response: 266

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
587.31	470.88	333.76	485.99	425.81

File Description	Document
Provide Links for any other relevant document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

S. S. Jain Subodh P. G. College has undergone a remarkable transformation since 2012, evolving into an autonomous institution that meticulously tailors its curriculum to meet the guidelines set forth by various statutory and affiliating educational bodies. This transformation has been instrumental in shaping a dynamic educational environment where academic excellence and holistic development are paramount.

At the heart of the college's curriculum lies Object-Based Education (OBE), a pedagogical approach that emphasizes outcomes and practical skills. Each syllabus is carefully crafted to align with specific course outcomes and program objectives, drawing from Revised Bloom's taxonomy to ensure a comprehensive educational experience. This approach develops students for academic pursuits and the demands of higher education, employment, research, entrepreneurship, and societal engagement.

To cater to **local perspectives**, the college actively involves local communities in curriculum development, ensuring relevance to local needs. Courses such as

- Sustainability & ISO Certification, impact assessments of local industries are integrated, allowing students to contribute meaningfully to their communities.
- Research and Development Projects on the environmental impact of local industries.
- Initiatives like social work programs and visits organized by NGOs for nursing homes and orphanages under the MSW Program foster a sense of social responsibility among students, encouraging them to address local problems.

On a **regional level**, the college has

- Incorporated courses on regional economic policies, such as Rajasthan Industrial policy, Rajasthan Land Reform policy, Tourism Policy, etc.
- Cultural heritage is used to address regional concerns and celebrate diversity, such as the history and culture of medieval Rajasthan and the history of modern Rajasthan.
- Cultural festivals, regional literature, and visits to places like the Jaipur Literature Festival, Rajasthan Patrika newspaper, etc., enrich students' understanding of regional dynamics.
- MSW courses in Human rights and civil rights organizations reflect the region's professional and cultural ethos and contribute to students' holistic development.

In the **national context**, college

- Aligns its curriculum with NEP and initiatives, emphasizing skill development like PMKVY, RSCIT, etc.
- STEM education is imparted to foster environmental sustainability through courses like Wildlife Conservation and Management, Basics of Medical Diagnosis and Public Health, etc.
- Additionally Value-added courses on Financial Literacy, GST, and income tax, the college equips students with essential knowledge and skills to become responsible citizens.
- Indian polity and constitutional awareness through courses like Indian Political Institutions and Process, Indian Government & Politics, etc.

From a **global perspective**, the college

- Offers courses emphasizing SDGs like global economics, international relations, poverty eradication, and environmental sustainability to nurture students' global awareness and problem-solving skills.
- Participation in MUN conferences and initiatives like tree-planting drives promote global citizenship and environmental consciousness.
- Digital literacy programs and interdisciplinary courses promote students to navigate and thrive in a technology-driven global environment, empowering them to address complex global challenges effectively.

In summary, the college has developed a comprehensive curriculum integrating local, regional, national, and global perspectives that are well reflected in the program's PO, PSO, and CO to provide students with a well-rounded education. By incorporating diverse courses, practical experiences, and interdisciplinary approaches, the college ensures that students are equipped to succeed academically, professionally, and socially in an interconnected world. Through its innovative curriculum and commitment to excellence, the college continues preparing students to make meaningful contributions to their communities and the world.

File Description	Document
Upload Additional information	View Document

1.1.2

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

Response:

The college's curriculum offers extremely effective courses that help students increase their employability, entrepreneurship, and skill development.

Employability/Entrepreneurship - The employability and entrepreneurship development courses provide students the tools they need to succeed globally. Entrepreneurship Cell (EC) is run and managed by students, which creates initiatives to promote entrepreneurship to all the students, orienting them to

see entrepreneurship as a career option. To get practical experience, students are constantly urged to enroll in domain-specific skill training programs. These programs assist the students in developing their innate abilities. Students can build personal qualities through these employability/ entrepreneurial courses, including self-confidence, inventiveness, initiative, and willingness to take chances. The college aims to explore the know-how of what entrepreneurship education can add to students' experiences, thus embedding enterprise in the arts, humanities, and sciences, namely social entrepreneurship, tech innovations, and consultancy services. This collection of case studies from project participants explores how to embed enterprise and entrepreneurship education within various academic disciplines. These competencies aid their choice and development as employees or business owners. To promote government schemes, the college also organizes workshops, seminars, conferences, and other events related to startups and small business ventures as they create new work opportunities for students.

Skill Development: The socioeconomic development of a country, as well as of an individual, develops upon Education. The gap between academic knowledge and job requirements, which come as skills are integrated into the curriculum, increases graduates' employment prospects. NEP 2020 serves as a stimulus for reforming the educational system to improve the employability of the future generation. The policy discusses enhancing 21st-century skills like perseverance, collaboration, information literacy, creativity, soft skills, technological skills, social skills, and media literacy. The "Skill Integrated Curriculum" aims to enhance teaching quality and encourage skill development in higher education. The college runs several skill development programs, namely photography, digital imaging, video production and editing techniques; programming languages and software development; laboratory techniques; business management; financial accounting; marketing and sales; research skills and soft skills development; digital literacy as well as critical thinking and problem-solving skills, that aim to increase their employability, encourage entrepreneurship to raise youngsters' social and economic standards, and aid in developing the country's labor force. Online courses provided by online platforms have also been incorporated into the PG curriculum, which assists students in choosing their skill development course per their career goals and current skill level, thus allowing them to tailor their learning experience per their needs and schedule. The college also supports initiatives for knowledge exchange to make industrial-institutional interactions easier. The college also runs the PMKVY flagship scheme by the Government of India to bridge the gap between demand and supply of skilled workforce in various sectors, thus contributing to the overall economic growth by aligning skills with industry requirements and promoting entrepreneurship. Students may choose from multiple value-added and PG Diplomas provided in the curriculum.

College course syllabi are adequately revised to students' needs, incorporating contemporary requirements that help them succeed in a global workplace. The college's curriculum provides a range of domain-specific skill training programs aligned with industry standards and worldwide skill qualifications. Through these employability/ entrepreneurship/ skill development courses, students gain personal attributes, including creativity, self-confidence, initiative, and willingness to take measured risks.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 38.83

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 551

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 1419

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Subodh College, under the purview of the Commissionerate of College Education, Govt. of Rajasthan, is committed to the holistic development of students. Embracing a model of academic discipline that integrates cross-cutting issues such as Professional Ethics, Gender, Human Values, and environmental sustainability, the college aligns closely with the objectives outlined in the NEP 2020, mainly focusing on 'Equitable and Inclusive Education.'

Professional Ethics are woven into the fabric of the curriculum, with specialized courses ranging from Business Ethics to Journalism Ethics aimed at equipping students with ethical reasoning skills essential for their future careers. Through offerings like Bio-Ethics and Legal Ethics, students critically analyze moral issues, fostering interdisciplinary and transdisciplinary learning. The college emphasizes experiential learning through group work, field trips, and debates on global issues, empowering students

to navigate complex ethical challenges effectively.

Gender sensitization is a key focus area, with policies like "*Beti Bachao Beti Padhao*" enhancing support for girls' education. Unique courses empowering women, such as Gender Writings and Women & Social Legislation, are offered alongside initiatives promoting awareness of women's safety and health. Social security measures, including self-defense training and career counseling, further support female students, with the college providing 3% weightage for female candidates during admissions

Human Values- Developed around a vision of education for "Providing ethical and value-based education," the college aims to fulfill the five universal values of "truth, peace, non-violence, love, and righteous conduct." Value-based education through courses like "Anandam-Joy of Giving" will likely help the nation fight against prevailing fanaticism, ill-will, violence, dishonesty, corruption, exploitation, and drug abuse. The college curriculum includes *various courses on Yoga, Indian knowledge systems, Indian philosophy, Philosophy of Religion, Society & Human Behavior.* Given social development activities like working in NGOs, organizing blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps, seminars on monitoring public health by organizing "Beat the Covid Campaign" during COVID-19 and adopting humanitarian objectives by distributing food packets, masks, and sanitizers and donating Rs. 1 crore to CM relief fund during covid pandemic.

Environment and Sustainability

College prioritizes sustainable development by integrating social, environmental, and economic concerns, aiming to meet present needs without compromising future generations. Mandatory Environmental Studies and Sustainable Development courses across undergraduate programs promote ecological awareness. The college fosters eco-consciousness through initiatives like botanical gardens, Environment, Earth and Water Day celebrations, and the Green Club to combat plastic pollution. Rainwater harvesting, bio-composting, and solar energy utilization further demonstrate its commitment to sustainability, as evidenced by annual Green, Environment, and Energy Audits.

Values Enshrined in NEP-2020 & Sustainable Development Goals (SDGs): The foundational principles outlined by the NEP and SDGs have been integrated into the college curriculum to foster diversity, holistic growth, and societal and global progress. SDG adoption is realized by college as distinctiveness mentioned in Criterion 7.3. Courses across various disciplines, such as Environmental Impact Assessment, Sustainable Development, Business Environment in India, Business Ethics, Governance, and Sustainability, Climatology, and Disaster Perception and Management, reflect this commitment. Faculty and students collaborate on research projects aligned with SDGs, addressing challenges like poverty, inequality, climate change, clean water and sanitation, affordable and clean energy, decent work and economic growth, responsible consumption and production, and sustainable infrastructure development

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

1.3.2

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

Response: 74

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)

1.3.3

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

Response: 93.18

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

Response: 41

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

Response: 44

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
4069	3643	3677	3651	3627

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

2022-23	2021-22	2020-21	2019-20	2018-19
4460	3990	3990	4020	3990

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)

2.1.2

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

Response: 83.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
1209	1099	1041	1044	1020

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

2022-23	2021-22	2020-21	2019-20	2018-19
1425	1271	1271	1280	1271

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

Designing and conducting programs for students at multiple learning levels has been a part of the academic ethos of S.S. Jain Subodh P.G. College.

To assess the learning level of students, the following tools have been used:

- Previous Class Academic Percentage and Grades

- Students Participation in Academic Activities
- Students and Parents Feedback
- Regular interaction with Students
- Continuous Internal Assessment (CIA) Results
- Assignments & Evaluation

The institution also considers learning styles, interests, and individual needs to determine the division of students for differential learning. To gather data on each student's strengths and areas for improvement. Based on this information, the institution groups students into different divisions or classes that cater to their specific learning needs.

The students are then divided into two groups: Enrichment and Support Group.

Enrichment Group:

Enrichment Group possesses exceptional intellectual abilities and a strong desire to investigate complex problems, research, develop critical thinking, collaborate, and take leadership roles. To nurture and challenge this group, providing them with the opportunities and support they need to thrive academically and intellectually, the following strategies are opted:

• Enriched learners are given special coaching for NET/SLET /RPS/RAS/IAS and other Competitive Exams. Engagement of the students in Subodhini – an innovative approach by the college that provides a well-structured curriculum and exam pattern that benefits the students in cracking the exams. Students are motivated to engage in online courses like MOOCs, NPTEL, SWAYAM, Coursera, edX, etc.

• The institution provides awards and honors to enrichment groups, recognizes their exceptional accomplishments, and encourages their continued pursuit of excellence; quizzes, debates, and extempore are organized.

• College organizes examinations like CONTECH-16 for graduate students in collaboration with the Association of Chemistry Teachers (ACT) and TIFR Mumbai, as well as NGPE by the Indian Association of Physics Teachers, to analyze inquisitiveness and aptitude in the sciences.

• Engaging students in more challenging academic projects/internships and a student column in the college newsletter to enhance their learning experience and creativity and gain valuable practical skills.

Support Group:

The support group includes students who require additional assistance to help them meet academic standards and succeed in their learning. Institutions identify individual learning needs, create a personalized learning plan, provide additional learning material, promote peer learning, encourage self-paced learning, and regularly monitor progress.

The following strategies are used to improve the performance of the Support Group:

- The mentor-mentee scheme involves pairing students with learning challenges with experienced teachers who serve as mentors, providing guidance, support, personalized instruction, and arranging counseling sessions.

- To address slow learners' learning gaps and challenges, remedial and extra classes are being conducted at the departmental level. During COVID-19, online problem-solving and stress management sessions were provided.
- Problem-solving Sessions are being organized for slow learners.
- Educational–visits, peer learning, training programs, guest lectures, workshops, and orientation programs are being organized.
- Use audio-visual methods like PPTs and recorded lectures by the faculty to help struggling learners visualize information and make connections between ideas.

At S.S. Jain Subodh P.G. College, the Enrichment Group thrives with specialized coaching, competitive exam preparation, and opportunities for academic excellence, fostering leadership and critical thinking skills. Meanwhile, the Support Group benefits from personalized learning plans, peer learning, and mentorship, ensuring every student receives the necessary support to achieve academic success through innovative teaching methods and continuous improvement initiatives.

File Description	Document
Upload Any additional information	[View Document](#)

2.2.2

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

Response: 37.8

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

S.S. Jain Subodh P.G. College was awarded the status of College of Excellence (CE) and College with

Potential of Excellence (CPE) by UGC, New Delhi, which shows the outstanding academic standard of the college. To maintain this status, the college adopts student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance learning experiences. Student-centric learning helps the student's holistic development, improving learning and skills development. The curriculum is designed to promote a student-centric approach to teaching and learning, wherein the teacher becomes a facilitator encouraging the involvement of the students.

Faculty members make efforts to make the learning activity more interactive by adopting the below-mentioned student-centric methods:

- **Experiential Learning:** The college has state-of-the-art infrastructure, intelligent classrooms, modernized, well-equipped laboratories, a herbarium, botanical gardens, and a language lab, creating an enriching environment that elevates academic learning experiences.
- **Internship and** Project-Based Learning: Internships, dissertations, and project work are a compulsory part of the curriculum of various streams. The students undergo internships to understand the operational procedures & Management. The college has a centralized research lab, and 12 departments have also been recognized as research centers from affiliated Universities.
- **Participatory Learning:** Students participate in various activities such as seminars, group discussions, paper presentations, PowerPoint presentations, quizzes, webinars, creative writing contests, and multiple competitions & fests. The students are also preparing the working & non-working models to understand the scientific and technical concepts. The college is well-equipped and has advanced laboratories to enrich students' practical knowledge.
- **Problem-solving methods:** The compulsory projects & assignments, case studies, as a part of the curriculum, are given by subject teachers to develop the students' problem-solving skills.

ICT Enabled Tools

The institution is committed to fostering a technologically enriched learning environment with its Wi-Fi-enabled campus and numerous ICT-equipped facilities. ICT has enabled better and swifter communication and presentation of ideas effectively and relevantly.

- The college has 10 smart classrooms and 30 ICT-enabled rooms and teachers use online resources.
- The college has a well-equipped audio-visual lab for recording quality lectures and generating e-content.
- The faculty shares over 5000 PPTs, notes, and videos on various subjects through the Subodh Portal/YouTube and WhatsApp/ Telegram Groups.
- The college uses INFLIBNET to connect with libraries nationwide.
- Well-equipped six computer labs with more than 530 computers with the latest software.
- Our college leverages Swayam-Prabha, e-PG Pathshala, and Vidhya Mitra to provide students with diverse and accessible online resources, enhancing their educational experience.
- The college has signed the MoU with ICT Academy to train the Higher education teachers and students to develop next-generation teachers and industry-ready students.
- More than 500 students are registered for Swayam-NPTEL, Coursera, MOOC, and other online courses.
- The Department of English has an advanced language lab.
- Faculty members conduct online lectures using video conferencing platforms such as VideoMeet, Zoom, Microsoft Teams, and Google Meet for effective teaching and learning.

- Media resources like movie adaptations and documentaries are also a part of the teaching methodology at the college.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2

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

Response:

Empowering Student Success through Effective Mentor-Mentee Programs: Mentor-mentee programs and optimum mentor-mentee ratio serve as a significant catalyst for successfully addressing the multifaceted challenges faced by students. These structured relationships foster academic growth, personal development, and psychological well-being. Our institution has a separate Mentor-Mentee Committee headed by Dr. Surender Sharma to address students' academic challenges and psychological issues. Once a month, Dr. Pankaj Mittal, Psychiatrist (External Committee member), visits and counsels the students who have problems related to Depression, Sexual Problems, Anger Issues, Sleep disorder, Anxiety disorder, personality disorder, etc.

Academic Challenges and Solutions:

Identifying and Clarifying Issues: Regular interaction between mentors and mentees identifies and ensures the smooth academic progression of the students. Mentors learn about their students' challenges by regularly checking in with them.

- **Providing Personalized Support:** Subject-specific guidance is essential as well as significant. Mentors provide tailored advice on specific subject problems, helping students overcome the related issues. Constructive and positive feedback from mentors enhances learning outcomes.
- **Building Confidence and Motivation:** Positive reinforcement plays a vital role. Celebrating small achievements reinforces students' confidence and motivates them to face challenges more confidently and overcome them. Mentors help mentees set academic goals and draft their roadmap for achieving them.
- **Facilitating Additional Resources:** Helping Mentees to avail themselves of the benefits of the available resources is essential. Mentors assist by pointing them to academic support centers and libraries.
- **Monitoring Progress and Adapting Approach:** Regular check-ins provide mentors with opportunities to assess progress, address the lacunas, and adapt strategies for the betterment of their Mentees. Open communication ensures that students feel comfortable discussing challenges, and collaborative problem-solving allows mentors and mentees to overcome academic and related obstacles together.

Addressing Psychological Well-Being:

Providing a Safe Space for Expression: Students share their fears and anxieties with their Mentors without fear of judgment. Active listening and empathy by Mentors create a supportive environment for the Mentees and reduce the feelings of isolation.

1. **Building Resilience and Coping Mechanisms:** It is essential to develop problem-solving abilities. Mentors acquire the ability to assess problems and come up with viable solutions. Fostering self-assurance via motivation and affirmation strengthens their self-belief in their skills. Establishing goals promotes self-confidence and flexibility among the students.
2. **Identifying and Addressing Underlying Issues:** A Timely step can save time and increase the probability of goal hitting. Recognizing signs of distress allows mentors to intervene in a timely manner.
3. **Fostering a Sense of Belonging and Support:** Positive role models inspire mentees. A sense of community is built through group activities and peer interactions. Positive support and motivation empower students to seek help and prioritize their well-being.
4. **Promoting Self-Awareness and Growth:** Honest conversations about emotions and stressors promote self-awareness. Encouraging healthy habits—such as exercise, mindfulness, and self-care—contributes to the overall well-being of Mentees.

These programs empower students to thrive academically, emotionally, and personally by addressing academic challenges and prioritizing mental well-being. As mentors, they contribute to a brighter, more resilient generation of learners.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)

2.3.3

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

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

Response:

S.S. Jain Subodh P.G. College has a flag high in academic excellence by creating a teaching-learning atmosphere and preparing the academic calendar and teaching plans in advance.

Academic Calendar:

Effective planning and its implementation are integral for the success of academic programs in the college. The Academic Calendar ensures proper planning and effective organization of the college's teaching, learning, and evaluation processes. It is prepared by the Dean (Academics) in consultation with all the Head of the Departments and Controller of Examination. It is appropriately framed after taking

into consideration the role and impact of various aspects:

- Provides a foundational structure for the academic year, defining essential timelines and periods.
- Incorporates a plan for curriculum delivery, encompassing course sequencing, teaching schedules, and assessment periods.
- Facilitates efficient allocation and coordination of resources, including classrooms, labs, faculty, and administrative staff.
- Serves as a communication tool, conveying crucial dates, deadlines, and events to stakeholders.
- Outlines the schedule for examinations, assessments, and CIAs throughout the academic year.

Teaching Plan & Teaching Diary

Teaching Plan & Teaching Diary are essential for effective classroom instruction, providing a teaching roadmap for educators to achieve learning objectives. Additionally, these serve as valuable guides, allowing educators to adapt and tailor their approach to meet the diverse needs of students.

Alignment with Objectives:

- **Objective Integration:** Educators meticulously align their teaching plans with course objectives, ensuring a focused and purposeful curriculum delivery.
- **Strategic Approach:** Each teaching topic is strategically chosen to contribute directly to achieving course objectives.
- **Course and Program Outcome Integration:** Faculties map each teaching topic to specific course outcomes and broader program outcomes, ensuring that every aspect of the curriculum contributes to the overall learning goals of the course and the entire program.

Diverse Teaching Methodologies:

- **Methodology Selection:** Faculties diversify their teaching methodologies in their teaching plans, incorporating lectures, discussions, hands-on activities, and multimedia presentations.
- **Active Learning:** Emphasis is placed on active learning methods to engage students and enhance their understanding of complex concepts.
- **Incorporation of Laboratory Work and Practical Sessions:** Practical sessions and labs are integrated into the teaching plan, providing students with hands-on experiments that reinforce a practical understanding of concepts.
- **Academic Excursions and Tours:** Faculty schedules excursions and tours that complement the curriculum, providing students with real-world exposure and allowing them to apply classroom knowledge in practical settings.

Assessment Strategies:

- **Various Assessment pedagogies:** Different assessment strategies are incorporated into the teaching plan, including quizzes, assignments, projects, and exams.
- **Comprehensive Evaluation: Assessments are designed to comprehensively evaluate student's understanding of both theoretical concepts and practical applications.**

- **Feedback Integration: Faculty members regularly seek feedback on teaching methods and adjust their plans accordingly, ensuring that teaching plans are dynamic, responsive, and**

continuously improved.

In conclusion, Subodh College adheres rigorously to its academic calendar, ensuring timely scheduling of classes, examinations, and academic events to facilitate smooth and structured learning experiences for all students. This commitment enables effective planning and engagement throughout the academic year; preparing teaching plans and teaching diaries by faculties goes beyond mere scheduling; it represents a holistic approach that considers learning objectives, outcomes, diverse methodologies, real-world experiences, and continuous improvement, all aimed at providing students with a comprehensive and enriching educational experience.

File Description	Document
Upload any additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97

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

2022-23	2021-22	2020-21	2019-20	2018-19
259	254	249	245	239

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 73.31

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

Response: 195

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9.09

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2319

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 95.2

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 218

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 18.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	17	21	20	16

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)

2.5.2

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

Response: 0.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	72	81	54	78

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

2022-23	2021-22	2020-21	2019-20	2018-19
9640	9186	9185	9069	8798

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

2.5.3

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

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

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

Response:

Examination procedures

The college examination system is crucial in assessing student learning and academic progress. The examination pattern evaluates the cognitive levels mentioned in the course objectives. The evaluation process consists of continuous internal assessments (CIAs), assignments, and end-semester examinations. Semester-end examinations evaluate the student's academic performance in the various courses, including value-added classes, in the current semester. As the syllabus has been designed with the Choice Based Credit System and NEP 2020 in view, the question papers for the semester-end exams, often written and practical, are set to assess the various attributes of the course content. The weightage of CIAs and final exams both contribute to the final grade. To ensure fairness and transparency, the college adheres to strict procedures, including exam schedules, issuing admit cards, and appointing external examiners.

- **Examination Schedule Dissemination through the college website and student groups.**
- **Equal Opportunity Examinations**
- **Continuous Assessment:** This is accomplished through Continuous Internal Assessment (CIA) and end-semester examinations.
- **Semester-based Assessment:** Each semester, one CIA assignment and end-semester examination are fixed.
- **Result weightage:** The final result contains 70% marks at the end of the semester and 30% from the CIA.

- **Internal Examination Evaluation:** Internal examinations are based on CIA assignments, seminar presentations, interactions, active engagement in department activities, dissertations, projects, etc.
- **Transparency in Evaluation for further improvement**
- **Practical Examinations**
- **Diverse Question Formats:** Examinations include questions of varied forms like one-word, short answer questions, and multiple choice questions, which include questions from all three or four units, emphasizing knowledge testing at different levels from factual to analytical.
- **Semester-end examination copy's Assessment by External Examiners only**
- **Examination Reforms:** The reforms have resulted in transparency, fast processing, reduced subjectivity, fewer evaluation days, early redressal of exam-related grievances, and early results publication.
- **Special Examinations:** The college conducts special examinations for the students of the U.G. V/VI semester and P.G. III/IV semester to save their year.
- **Re-examinations:** The college also conducts re-examinations (special/ back) for students who have lost their chance to appear for the final examination due to involvement in University/ State/ National/ International competitions representing the college /University.
- **Examination Monitoring:** CCTV cameras are installed at various points of entry/ exit and corridors to monitor the smooth conduction of the end-semester examination.

IT Integration and Reforms

The IT integration in examination has brought significant improvements in efficiency, convenience, and transparency in the examination process.

- **Online Exam Fee Payment:** Students can pay their exam fees online through secure payment gateways, eliminating the need for physical cash transactions and providing a convenient, hassle-free option.
- **News and Notification Portal:** The college maintains a news and notification portal to inform students about exam-related updates and announcements.
- **Issuance of Admit Cards:** The college has implemented an IT-based system for issuing admit cards online..
- **Online Marks Filling and Submission:** External and Internal Examiners can upload students' marks online, thus smoothing the evaluation process and early result declaration.
- **Question Management:** All question papers are uploaded on the college website/ portal.

File Description	Document
Upload any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the

website and other documents and the attainment of the same are evaluated by the institution

Response:

Curriculum Enrichment and modifications in the existing educational content is a continuous process, essential for the benefit of the students and, in turn, responsible for the development of the institution.

The institution transforms the curriculum framework by emphasizing more practical aspects, inculcating new teaching and learning methods, highlighting job-oriented courses, studying emerging trends, and thus focusing on the holistic development of the students. This, in turn, ensures all the students achieve personal satisfaction and professional goals.

Outcome Based Education has been initiated by incorporating adaptive thinking, design mindset, computational thinking, effective communication, national and world affairs, ethics, environment, and sustainability.

Active learning is a prerequisite in the present scenario. With this aim, the college designed academically enriched programs to enhance and deepen knowledge.

18 UG programs, 28 PG programs, 12 Ph.D. programs, and 132 value-added courses across 27 departments. All programs offered are supported by program outcomes(POs), program-specific outcomes (PSOs), and course outcomes (COs). **The POs and COs are displayed on every departmental notice board and the website**.

Our college uses various methods to measure Course Outcome and Programme Outcomes:

Direct assessment: Direct assessment involves evaluating students' knowledge and skills. It occurs through exam results, assignments, CIA, Project Evaluation, and other Performance Based Assessments.

Indirect assessment

This involves collecting data from other sources, such as student feedback, alum surveys, and student progression, to assess the attainment of program and course outcomes.

Attainment of POs/PSOs and COs through recent Blooms Taxonomy

The Departments of Science, Arts, and Commerce opt for academic programs with different courses. Program objectives are mentioned for instruction and direction for the students acquiring new knowledge, skills, and attitudes.

Learning objectives discussed in the syllabus are observable, specific, and measurable, framed according to the recent Bloom's taxonomy**.**

Methodology adopted for measuring the attainment of POs, PSOs, COs

The question papers are framed to assess the student's proficiency based on remembering, understanding, applying, analyzing, evaluating, and creating attributes. Rubric tool descriptors are used to rate the performance of the students. **The rating scale nomenclature is Outstanding,**

Excellent, Very Good, Good, Fair, Average, and Pass (also mentioned on the back of the student mark sheet.). Based on the average results, the course attainment level is marked, and then, based on the average course attainment, the PSO and PO attainment levels are determined for all programs and courses. The scale has been designed as:

% of Marks	Division	Grade	Level
90 % and above	I	A+++	Outstanding
80 % – 89.99 %	I	A++	Excellent
70 % – 79.99 %	I	A+	Very Good
60 % – 69.99 %	I	A	Good
54 % – 59.99%	II	B	Fair
48 % – 53.99 %	II	C	Average
40 % – 47.99 %	Pass	D	Pass
Less than 40 %	Reappear/Fail	F	Yet to Pass

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

2.6.2

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

Response: 94.97

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

Response: 2849

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.61

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

As a globally recognized institution, Subodh PG College is committed towards internationally recognized research whilst increasing collaborative and interdisciplinary working. We nurture and expand shared activities in both research and training, aiming to develop a high- quality environment in which to educate citizens who endeavour through their learning and civic engagement.

For expanding research capacities and updation of research facilities, we have **12** research centres, **53** UG and PG laboratories, **01 centralised research laboratory** and **01 computational lab** well equipped with latest equipments and moreover with the following central facilities to facilitate research the untiring efforts of researchers become more rewarding

- Atomic absorption Spectrometer (AAS)
- X-Ray Diffractometer (XRD)
- Fourier Transform Infrared Spectroscopy(FTIR)
- Cryopreservation Systems
- Battery Tester
- Impedence Analyser
- Fluorescence Microscope
- Vacuum coating unit
- Autoclave
- Heamocytometer
- **Life science laboratories** with high quality equipments like PCR, ELISA Reader, Plant Growth Chambers, Cooling Ultra centrifuges , BOD Incubators , Deep Freezers, UV–Visible spectrophotometers, UV Trans illuminators , Orbital shakers, Soil Testing Laboratory, green houses, hydroponics, botanical garden, herbal garden, aromatic and medicinal plant garden, vermicomposting beds , museum, herbaria and departmental libraries. Networks of computers for data collection, Interpretation and analysis. Central digitalized library rich in books and journals, Plagiarism check softwares are at hand for proper documentation of research and publications.

The college is committed to foster good governance through a culture of transparency and sharing good practices to ensure fairness and equality of opportunity. We acknowledge and reward contributions in research of the highest possible standards. Our aim is to promote research with impact and public benefit, ensuring student engagement to both inform and disseminate our research- connected learning and teaching.

To become nation-leading and global leaders in research and impact outcomes and to be recognized regionally, nationally and internationally through leading collaborative research, we place utmost value to ethical working, continuing to shape a robust framework of education, research and industry alliance

along with building capacity and advancing knowledge.

Research Promotion Facilities and frequently updated policy:

The college has a Research Promotion Policy to support & motivate faculty members in terms of research project grant scheme. The objective of research project grant scheme is to encourage teachers who could not avail financial assistance from any funding agency to carry out research work. **Research promotion policy** covers matters related to Intellectual Property Rights (IPR) **Academic Integrity, Information Security, Policy on misconduct in Research, Plagiarism and Dishonest Use of Data, Research Data Management, Research Ethics and Research Integrity.** http;//subodhpgcollege.com

The college promotes faculty members from each department to pursue their research career through support of academic leaves, seed money under Research Grant Program and research facilities. We prioritise and promote support to areas of research with the greatest potential by providing

- Rs. 1.0 lakhs to 1.5 lakhs seed money for Research Projects
- Rs. 10,000 for publications in Web of Science, Scopus, Thomson Router and high impact factor journals,
- Rs. 10,000 for patents,
- Seed money of Rs. 2500 for UGC-Care listed journals

A research grant of Rs. 10,000 for students projects by cheque mode of payment.

File Description	Document
Upload any additional information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 28.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	7.5	10.25	10.75	00

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 5.26

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

Response: 14

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

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

Response: 352.99

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

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

Response: 0.06

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

Response: 16

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

3.2.3

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

Response: 10.2

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

Response: 26

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

Collaboration skills are essential to building **innovative ecosystems** with component of interconnected network of programs in Innovation Hub established by the college where students and faculty innovators and entrepreneurs can tap a remarkable suite of resources. The **innovation hub** established in the college with an aim to learn the basic laws of science through scientific tools and hands-on practice of the same serves as a platform to convene groups to share ideas, communicate opportunity, and disrupt barriers to collaboration. Regular visits of science students from various other institutions in this hub promotes scientific attitude and paves the way for future learners and researchers.

Subodh college aims to promote **Indian Knowledge system** to ignite the spark of innovation, and open doors to new frontiers of scientific discovery. With an aim to seamlessly blend Indian Knowledge System (IKS) with Contemporary Knowledge Systems and to sensitize the students to the contributions made by ancient Indians in the field of Science, mathematics and astronomy by scholars like Aryabhatta, students are made to undertake courses in Swayam, MOOCS. Students undertaking such syllabi are given a holistic understanding of the Yoga and other spiritual studies like Sanskrit, Jainism and music , concepts and applications in Science, Philosophy, Humanities and Social Sciences, to weave together ancient wisdom with scientific pursuit . As per NEP 2020, these IKS syllabi are part of many value - added courses running in the Institution .

Establishment of IPR cell in the college with a committee constituted for framing and implementing of **IPR policy** further strengths the research support and creative endeavours in the Institute and protects the legitimate interests of the researcher by preventing **plagiarism, copyright infringement** and provides help for filing and obtaining patents . Resultantly, **44** patents have been a proud achievement of our Institution. National e- conference on Upcoming Trends in Intellectual Property Rights: Challenges and Perspectives conducted by the college on 8th - 9th October 2021 raised awareness on the issue.

Objectives of innovation and incubation cell

- To create a complete ecosystem that will foster the culture of self-employment and innovation while providing training to the students.
- To provide a platform to pitch their ideas and connect them with potential investors to build a

successful start-up.

- To conduct relevant seminars, workshops, and lectures with Alumni and subject experts to acquaint the students with strategies, insights, and knowledge required to become successful entrepreneurs.
- To provide ample mentorship opportunities for the budding entrepreneurs of college.

The outcomes are evident in the form of National and International Awards, Fellowships, and 11 Postdoctoral Research Fellowships from National/International institutions such as UGC, DST, DBT, and ICSSR, SERB-DST and International organizations. **76** candidates registered for Ph.D under the supervision of able **26** research guides, **623** high quality peer reviewed research papers in Web of Science, Scopus and Thomson Reuters indexed national and international journals of repute. We have **1356** citations in Web of Science and **1218** in Scopus which showcases our research aptitude and helps defines "research altitude". Students'placements in high level organisations and a strong alumini are the testimony to the efforts undertaken by the college for research and development.

File Description	Document
Upload any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)

3.4.2

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

Response: 2.65

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

Response: 69

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)

3.4.3

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

Response: 1.15

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

Response: 307

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Links to the paper published in journals listed in UGC CARE list	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)

3.4.4

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

Response: 1.05

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

Response: 279

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4.5

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

Response: 6.19

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

3.4.6

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

Response: 11

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

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 50.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.85	19.98	9.25	8.52	0.50

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
CA certified copy of statement of accounts as attested by head of the institution	**View Document**
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.6 Extension Activities

3.6.1

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

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

Response:

Subodh College is actively engaged in a wide range of outreach activities that have embarked on a multifaceted, particularly impactful approach in the post-pandemic era. Let's delve into four case studies:

Beat the COVID-19 Campaign: This campaign likely includes various initiatives aimed at raising awareness about COVID-19 prevention measures, distributing essential supplies like Masks & Gloves, organizing vaccination drives, and supporting frontline workers. By actively participating in these efforts, our college employees are contributing in a broader sense and actively towards the community's health and well-being during this challenging time. Volunteers typically engage in community services, disaster relief camps, and social welfare activities. By leveraging their resources and workforce, we can address various societal needs, such as food distribution, animal care, vaccination, Voluntary Blood Donation, and cleanliness drives during a pandemic. The college management donated 1.00 crore, and employees donated two days' salary into the relief fund to Govt of Rajasthan in support.

Adopting Gaushala: Taking the Initiative to care for the cows demonstrated a commendable commitment to animal welfare and the environment. Providing nutritious food to the cows ensures their well-being and health; regular food and fodder distribution drives not only meet the basic needs of the cows but also promote a compassionate, sustainable, and harmonious society. Maintaining cleanliness in and around the Gaushala is essential for the health and hygiene of the cows. By spearheading cleanliness

drives, including regular cleaning of the premises and waste management practices, they regularly organized special seven-day camps to create a healthy and sanitary environment for the cows and the surrounding community. Along with this, Planting trees around the Gaushala enhances the area's aesthetic and contributes to environmental conservation. Trees provide shade and improve air quality and ecological balance for humans and animals. By undertaking massive tree plantation drive initiatives, these groups and their volunteers promote sustainability, prevent soil erosion, and create a conducive habitat for various species. The sustainable use of waste by vermicomposting and biogas generation are additional outcomes of this program.

Combatting Stigma (HIV/AIDS): Red Ribbon Club members promote understanding, empathy & acceptance, creating a more supportive & inclusive environment for those affected by mental health conditions or living with HIV/AIDS. Red Ribbon Club helps individuals to develop resilience, which is the ability to adapt positively to adversity and bounce back from setbacks. Through therapeutic techniques such as cognitive-behavioral therapy, resilience-building workshops, and support groups, we empower individuals to develop strategies and strengthen their self-esteem by organizing competitions, viz. dance, drawing, debate & quiz, and cultivate a sense of hope and optimism. This resilience enables individuals to navigate challenges more effectively and maintain their psychological status to face adversity and combat stigma.

Voluntary Blood Donation: Regular blood donation drives organized by NSS/NCC/RRC/R&R alleviate blood shortages in Blood Banks and yield positive health outcomes for donors. By spotlighting the participation of female donors, our college champions break stereotypes, encouraging broader involvement in this life-saving activity through voluntary blood Donation camps every year. Almost 350 units of blood are donated annually to society to save many lives.

In essence, college outreach initiatives extend beyond addressing immediate needs, encompassing broader societal issues such as animal welfare, cleanliness, and mental health stigma in this post-pandemic era. These endeavors exemplify a holistic approach to community engagement.

File Description	Document
Upload any additional information	[View Document](#)

3.6.2

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

Response: 178

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	37	31	31	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	\text{}View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.7 Collaboration

3.7.1

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

Response: 50

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

TEACHING – LEARNING:

- **Centrally located 10-acre campus with six floors and a built-up area of 4,85,463sq.ft.**
- **The Physical infrastructure includes:**

- Principal Chamber
- 153 Classrooms
- 30 ICT enabled Classrooms
- 10 Smart Classrooms
- 51 Well-equipped Laboratories
- Central Research Laboratory
- 12 Research Centers
- 680 Computers with Wi-Fi-enabled campus
- 16 Faculty rooms
- 15 Auxiliary rooms
- 10 Administrative Rooms
- IQAC Cell
- Examination Room
- Secrecy Department
- Controller of Examinations Room
- Central Library (Knowledge Centre)
- 21 Departmental Libraries
- Innovation Hub
- Language Lab
- Guest house
- Reception
- Examination Enquiry Counter

- **Green Infrastructure:**

- 03 Botanical Gardens

- Herbarium
- Zoological Museum
- 02 Water Harvesting systems
- Solar Energy Plant of 350 KWH

- **Student support infrastructure**

- Training and Placement cell
- Counselling Cell
- Cafeteria
- Common room for students (Boys/Girls)
- Medical room
- Reading room
- Girls hostel and Boys hostel
- Two and four-wheeler parking

Every student of Subodh is provided with the facility of General Insurance in case of any eventuality. The families of two students who met with an untimely death were given a sum of Rupees 2 Lakhs each.

- **Security Infrastructure**

- 200 CCTVs
- Fire Extinguishers with 73 hose reels and 15 cylinders
- 16 Security guards (Both Male and Female)
- Surveillance Room

- **The institution takes pride in being a Divyangjan-friendly campus with**

- Two lifts and five ramps
- Computer with Screen Reader Software
- Wheel Chairs
- Divyangjan Washrooms

ICT – ENABLED FACILITIES.

- **The IT center is equipped with**

- 3 Intel Xeon S 4310 CPU powerful Servers mounted in 26U rack
- 680 computers powered by a Jio Lease Line of 300 Mbps and BSNL Broadband of 200 Mbps
- Wi-Fi-enabled campus with 15 Access points
- Windows 11 Pro OEM, Windows 10, and Microsoft Office 2010 and 2021 licensed versions.
- NVDA, Matlab, Vision Net language lab Software
- Turnitin and Check-For-Plagiarism Software
- Tally software
- Zoom and Videomeet License
- Video Conferencing Unit
- LMS in Administration, Admissions, Examination, Finance and Library
- Sophos Endpoint security with EDR

- Sophos XG 230 Firewall
- Norton and Quick Heal Antivirus
- ICT enabled common facilities for scanning, printing, and photocopy
- Separate room with computing facilities for Divyangjan

SUPPORT AND EXTENSION FACILITIES

- **To ensure students' holistic development, the institution has created adequate support infrastructure and facilities.**

- 05 Seminar/Conference halls/Auditorium equipped with projectors and music system and 400/250/190/150/110 Capacity.
- 01 Open-air stage ground with 2000 capacity.
- 01 Music room with Dholak, guitar, harmonium, electric tanpura with tabla (Milan), and ektara.
- Extension activities Enclave includes NSS, NCC, Red Ribbon Club, Ranger-Rovers room, and sports room.
- Media Studio, Photography, Fine Arts, Science, Commerce and Literary Society.
- Anti-ragging, Women Grievance Redressal, and Tobacco Control Cell.

- The college organizes an annual cultural event, "Gorbandh," for the holistic development of students, allowing them to showcase their talents in music, dance, and theatre.

SPORTS INFRASTRUCTURE:

- **Indoor Sports facilities (area 12500 sq. ft)**

- 01 Martial Arts room
- 04 Badminton Courts
- 06 TT Tables
- 10 Chessboard
- 07 Carrom boards
- 01 Gymnasium
- 06 Changing Rooms
- 08 Washrooms
- 50 Lockers

- **Outdoor Sports facilities**

- 01 Outdoor Stadium (Capacity of 2500 spectators)
- 01 Cricket field
- 01 Football ground
- 01 Handball ground
- 01 Hockey field
- 01 Tennis Court
- 02 Volleyball Court
- 02 Basketball courts
- 01 Rifle shooting range
- 01 Athletic track (6 lane 400-metre)

- 01 Yoga Centre
- 05 Sport-specific coaches
- 01 Yoga trainer
- 01 Sports Store

File Description	Document
Upload any additional information	View Document

4.1.2

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

Response: 38.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
274.65	113.27	50.182	232.37	212.03

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Name of the ILMS software: ALICE Software

Nature of automation (fully or partially): Fully

Year of automation: since 2001

The Knowledge Center (Central Library) at S. S. Jain Subodh PG College is:

- Fully computerized with open access for all students and staff members.
- Timings from 8:00 AM to 8:00 PM daily and 10:00 AM to 5:00 PM on Sundays and holidays.
- Spread over three floors, with separate Reference, Circulation, and Periodical Sections.
- Houses 1,59,495 text and reference books, 156 Journals, and 87 Magazines.
- Subscribes to 27 newspapers, including National, State, and Local newspapers in English, Hindi, and regional languages.
- Non Visual Desktop Access (NVDA) Screen Reader software is also available.
- Separate sitting arrangement for UG/PG/Research scholars.
- Faculty reading room for faculty members.
- A separate entry register is maintained for students and faculty.
- Barcodes on books and library resources are maintained for issues, returns, and accessibility of books using Integrated Library Management Software (ILMS).
- The Digital Library includes 1,99,500 E-Books, 6000 E-Journals, and 2457 CDs/ DVDs placed on the server and caters to the Students/Staff through LAN.
- The Digital Library gives access to significant e-resources (subscribed) such as UGC, N-List, and Inflibnet (Journals & Books).
- There are more than 1000 academic-related links to access through the Digital library, and links to Open Access Journals are provided.
- The Institution has obtained annual membership for accessing N-List electronic resources from UGC-INFLIBNET, which provides access to essential e-resources like Shodhganga, E-PG Patehshala, OJAS, e- Acharya, ICSSR data services, research project database.
- ALICE 6.0 Software has been used as a Library Management System (LMS) since 2001.
- ALICE 6.0 provides various features for the smooth functioning of the library (Favorites, Inquiry, Management, Circulation, Acquisitions, Periodicals, Stocktake, Reports, System, Support) with Library parameters (Inquiry, Inquiry with Keyword, Cataloging Management, Circulation: Loan, Borrower, Loan Statistics by Borrowers, Fine Statistics, User Report, Logout of AfW) etc.
- Koha, OPALS, and Invenio are among the open-source library management software utilized by the institution.
- Internet and high-speed Wi-Fi facilities are provided to the registered users. Each user is allocated a daily data allowance of 5GB for academic staff and 2GB for students. Intranet - OPAC is also available in the library for access to details about books, book banks, CDs, journals, and articles from subscribed journals.
- Book Bank facility with 22812 books for academically outstanding and economically disadvantaged students.
- Intranet-OPAC is also available in the library to quickly access books, C.D. journals, and subscribed journal articles.
- Constant surveillance with ten cameras ensures security.
- Every year, a substantial amount is spent on upgrading the reading facilities in the library.
- A reprography facility is available in the library.
- In addition, there are 21 departmental libraries, each serving as a specialized hub of knowledge

and resources tailored to the unique academic needs of its respective departments.
- These departmental libraries provide students, faculty, and researchers convenient access to subject-specific resources.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2

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

Response: 4.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
26.11	25.346	18.356	18.857	3.968

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

- The Institution has a comprehensive IT policy and ICT Cell for smooth functioning of IT infrastructure covering wi-fi, cyber security, server maintenance, etc., and an allocated budget for updating its IT facilities, which covers IT service management, network security, software management, and risk mitigation strategies.
- The Institution maintains sufficient internet bandwidth through 300 MBPS Jio Internet Leased and 200 MBPS BSNL broadband.
- This is connected to all departments via physical (LAN) and Wi-Fi modes.
- This is enabled by the 2401 CISCO controller with 15 access points available at various locations on campus and POE switches.
- 30 ICT-enabled and 10 smart classrooms are needed to revolutionize the teaching and learning experience.
- State-of-the-art computer labs interconnected via LAN and lease line systems, covering over 530 LED-enabled computers.
- Computers in the computer lab have the latest configuration systems, including Intel core i7/i5, 16GB RAM, 1 TB SSD, and LED TFT.
- The internal LAN system on the college campus is connected through CAT-6 and fiber optic cables.
- The institution has secured its system through SOPHOS XG 230 Unified Thread Management (UTM) / Firewall, enforcing stringent controls over network access and activity monitoring. Group policies, including web filters, IPS, IP and MAC Binding, and application filtering, are employed to track and regulate user activities effectively.
- Norton and Quick Heal Antivirus are used to ensure the smooth functioning of computers.
- The institution operates a sophisticated server infrastructure comprising three rack servers with 3 Intel Xeon Sliver 4310 CPU processors comprising 128 GB RAM and RAID-6 storage dedicated to managing the Enterprise Resource Planning (ERP) system.
- Under this, all administrative work, Admission work, Fees management, the conduct of Examination, CIA, and End semester results, and accounting through platforms like TALLY Prime are facilitated.
- One WAN static IP and Five LAN static IPs are utilized to maintain the institution's website and examine the ERP system.
- A UPS system has been installed in the server room to provide 24/7 connectivity.
- LED TV is installed at reception to provide information about the college.
- Media studio has mixing equipment, editing facilities, LCS, and maintained quality acoustics.
- Biometric and face recognition software facilitate staff attendance.
- Every department has a separate node, username, and password.
- A repository for students' e-content was set up during COVID-19 through faculty blogs and YouTube channels.
- Online classes were held using the Video-meet platform during the pandemic.
- All academic and administrative functions are executed seamlessly as IT facilities are upgraded as and when required.
- The institution upgrades its website regularly.
- Training sessions are conducted regularly to familiarize staff members with intelligent board operations and science lectures.
- Webinars are held regularly to engage and educate the students and maintain their connectivity to the curriculum in virtual mode.
- There is a robust software asset management system to streamline the lifecycle management of

software applications by tracking software licenses, installations, and usage across the campus network.

- By optimizing procurement processes, ensuring compliance with licensing agreements, and facilitating efficient deployment and maintenance, the software asset management system enhances operational efficiency and cost-effectiveness.

File Description	Document
Upload any additional information	[View Document](#)

4.3.2

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

Response: 15.3

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

Response: 630

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

4.3.3

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

Response:

- In today's digital age, the education landscape has evolved significantly, with e-learning emerging as a pivotal component in facilitating flexible and accessible learning experiences. Recognizing the importance of leveraging technology to enhance educational delivery, the institution has invested in cutting-edge facilities tailored to develop e-content.
- The diverse arrays of facilities available in the institution are stated under, each meticulously designed to empower educators and learners in creating and consuming engaging e-content.
- Audio Visual Center: The institution's audiovisual center is designed to cater to the auditory and visual aspects of e-content development. It is designed to facilitate multimedia content production for instructional purposes, presentations, research, and creative projects. It includes:

- LED Television
- 10 LCD Projectors
- Computers with internet facility for browsing e-content
- Audio systems

- Mixing equipment: The Professional grade mixing equipment that enables the production of high-quality audio content includes:

- Video Mixer (HS-2200) with talk-back system
- Audio Mixer (MG-16)
- Soundboards

- Editing facility: The institution provides cutting-edge editing facilities for editing:

- Adobe Photoshop
- InDesign
- Premiere Pro
- Final Cut Pro
- Canva
- WordPress
- Audacity
- CoralDraw
- PageMaker
- QuarkXpress

- Media Studio is a versatile space designed for professional multimedia production. It is equipped with

- Sony Handycam (HDR-XR160E) camera with accessories-Battery NP100 Battery Charger; (BCTRV)
- Green screen
- Tripod (VCT R640)stand for camera
- Microphones Cordless X5W-12
- Wired Microphones with tabletop stand
- Editing System Adobe Creative Cloud (CC) with Logitech keyboard and mouse and Benq Monitor
- Shooting Lights-Baby Light (1KW) and Cool Light with Clamp, with barn door and Lamp
- Reflector with stand (4x4)
- HD Video Mixer(BMDATEM)
- Sony Camera PXW-X70
- E-image 7060 Tripod(ForPXW-70)
- Canon DSLR 1300D Dual lens kit include S18-55 IS II and S55-250 IS II Lens
- Canon Flash 430 EX III

- Lecture Capturing System (LCS): In line with its dedication to leveraging contemporary educational tools, the institution has integrated a state-of-the-art Lecture Capturing System (LCS) into its teaching framework. The lecture-capturing system is equipped with

- Video capturing camera
- Headphones
- Webcams
- Collar microphones
- Open source software (OBS studio software)
- Google Meet and Zoom platform
- Video-meet (Licensed)

- The lecture-capturing system was extensively used during the pandemic to take online classes and maintain student connectivity.
- With built-in functionalities such as annotations, quizzes, and discussion forums, students are encouraged to participate actively in their learning journey. These interactive elements promote critical thinking, problem-solving skills, and peer-to-peer knowledge sharing, enriching the educational experience and cultivating a vibrant academic community.

- e-content Development: To facilitate the post-production process of e-content development, the institution provides comprehensive mixing equipment and software for editing purposes.

- Audio recording software- Audacity 2.3.0
- Video recording and streaming software- OBS Studio
- Animation Software – Blender
- Video Editing and Mixing software – Openshot

- The ICT Cell periodically offers training and support services to familiarize the faculty with the tools and techniques necessary for effective e-content development. Whether it's refining audio tracks, fine-tuning visual effects, or integrating multimedia elements, the mixing equipment and software empower faculty to deliver polished and compelling e-content tailored to the diverse needs of students.

File Description	Document
Upload any additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 48.51

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
235.84	293.28	224.86	195.65	167.86

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

4.4.2

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

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

Response:

- The Institution has a dedicated Nodal officer who oversees the repair, maintenance, and disposal of redundant equipment.
- Subodh Bhawan Nirman (in-house Maintenance Unit), headed by a Convener with a team of XEN, AEN, Site Engineer, Supervisor, technicians, masons, painters, electricians, plumber, and carpenters, is responsible for all construction, repair, and renovation.
- As per the Infrastructure and Maintenance policy, annual stock checks and reports of repairs/losses are conducted, ensuring the accountability of assets across departments.
- Annual Maintenance Contract (AMC) encompasses

- KONE & OMEGA Elevator
- CCTV systems
- Attendance Biometric Machine
- EPABX system
- Air conditioners
- Alice (Library Software)

- Eka Pest Control Service does pest control treatment on the entire college campus.
- Maintenance of Laboratory
- Faculty in-charge of the laboratory, lab technicians, and support staff report the required maintenance to the HOD, who submits a detailed procedure and budget.

- The company maintains sophisticated equipment.
- For the optimal utilization of the Lab, the institution prepares a time-table in such a way that every lab is engaged through the institution timings (8:00 AM to 5:00 PM)
- Maintenance of Library

- The Librarian is responsible for all the services related to the Knowledge Centre and Book Bank.
- The staff members maintain departmental libraries.
- Regular maintenance of furniture and e-resources.
- The Library Committee finalizes the list of Books to be purchased on demand by HODs.
- Regular Anti-termite treatment is done.

- Maintenance of Sport Complex

- Preventive maintenance, servicing, repair, upgradation, and renovation of all sports complex courts are done annually through the AMC.
- Gyms and sports equipment are regularly maintained and upgraded.
- Students and staff can use the available sports facilities before or after their regular class timings.

- Maintenance of Computer

- To ensure our IT infrastructure's seamless functioning and security, the institution has appointed a dedicated team of 3 skilled Network Administrators.
- They oversee the maintenance and audit of all IT equipment within the premises.
- The Institution has entered a Memorandum of Understanding (MOU) with a reputed e-waste company, E-waste Recycler Private Limited.
- Under this agreement, the company manages regular collections of outdated computers, electronic devices, printers, toners, and other IT peripherals.
- This proactive approach shows our commitment to environmental sustainability and regulatory compliance.

- Maintenance of Classroom and Washrooms

- The cleaning of the classrooms and washrooms is the responsibility of 14 sweepers.
- Sanitary Pads dispensers have been installed in girl's washrooms.
- Fans, Tube-lights, and other electrical appliances are repaired and maintained by two electricians.

- Maintenance of Campus

- The electrical supervisor, cleaning supervisor, two full-time plumbers, four gardeners, and two carpenters are responsible for maintaining and upkeep the facilities across the campus.
- The institution focuses on reducing environmental wastage. The waste is collected daily from various departments by the sweepers and disposed of in separate color-coded dry and wet waste bins.
- The pickup van from Nagar Nigam Jaipur then collects the garbage.
- Sixteen security guards are responsible for maintaining peace and surveillance on the campus.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 67.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
4583	9186	9185	4430	3748

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.2

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

Response:

The institution has made counseling an integral part of the Teaching-learning system to support the student's personal, academic, and career development. It is successful in achieving the aim through a robust Mentor-Mentee scheme, effective working of the Placement cell, and organized and strategic initiatives taken for competition preparation:

1. **Academic Counseling:** The mentors help students with program and course selection, study strategies, time management, planning, and overcoming academic challenges. Students are allowed to take initial demo classes of the subjects as per their choice so that they can acknowledge their inclination and choose their subjects.

2. **Career counseling: The Placement and Career Counseling Cell** provides information regarding job opportunities and emerging careers in different fields. It conducts Orientation programs and Placement Drives. Counseling is done based on the interests and aptitude of the students, in collaboration with the student's mentor.

3. **Counseling and Guidance to girl/women candidates** about different government schemes and awareness programs for developing women's entrepreneurship and self-employment schemes. Mentors, the committees, viz make the efforts., Women Welfare Cell and Entrepreneurship Development and Incubation Cell

4. **Guidance for Competitive Examination: The competitive Exam Coaching Committee will** provide information on all competitive exams. The primary purpose of this committee is to guide course contents and methodology to crack the exams with other details, viz., vacancies of different posts, syllabus, dates of the exams, the process of submitting applications/forms.etc.

5. **E-Counseling: During the pandemic period, the college started an e-counseling cell** to provide online counseling to deliver information/guidance/consultation to mentor the students. Contact details of committee members are shared with the students. The students' queries are resolved by e-mail or telephone.

6. **Short-Term Self Employment Training Courses, value-added the institution runs courses and skill enhancement courses,** and proper counseling is imparted to students regarding advanced courses and recent trends.

The institution has initiated schemes for comprehensive preparation of competitive examinations and to motivate the aspirants. The schemes are :

Subodhini: **One question, One Teacher**

It is specifically for UPSC /RPSC and other Public services Exams. The multiple-choice questions and options are analyzed in detail so that learners can understand the complexity of questions and the art of choosing the correct choice.

Hunar: Skill Enhancement Scheme

 Lectures and workshop activities are done to enhance **Softthe Skills, Professional Skills, and Placement-related skills of the learners:**

- **Personal Skills:** Soft Skills, Assertiveness, Stress reduction, Active Listening, Communication, Problem-solving, SWOC analysis, etc.
- **Professional Skills:** Corporate & Business Etiquette, Time management, Teamwork, Emails, Presentation skills, interview etiquette, mock interviews, self-confidence development, etc.
- **Placement-related skills:** CV Writing, Interview Skills, Group Discussions, etc.

Sahpathi (Peer Guidance Scheme) :

 To enhance Peer Group Support, the student achievers who clear any competitive exams or enroll in any internship program act as guides and mentors for their classmates and juniors.

Guidance for NET:

A separate committee to guide students in UGC-NET Exam preparation is formed in the college. NET-cleared teachers and old teachers are members of it so that comprehensive guidance can be provided to the students. Alums and young achievers of the institution are invited to participate in interactive sessions with students.

File Description	Document
Upload any additional information	[View Document](#)

5.1.3

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

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

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 21.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
912	758	592	513	386

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

5.2.2

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

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

Response: 1.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	46	37	16	22

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 85

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	28	1	20	5

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3.2

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

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

Response:

The institute seeks students' active participation to enhance experiential learning and teach responsible team spirit and leadership Traits. Various clubs and societies have been constituted with active student participation to promote inclusivity and to help students learn about the democratic process, civic responsibility, leadership, problem-solving, and teamwork organizing activities like Inter-Faculty Games Competition, Cultural Competition, Quizzes, Group Discussion, PowerPoint Presentations, Voluntary Blood Donation, film shows and Nukkad Natak, Poster making sessions, slogan writing competition., Industrial and other visits are the regular features of these bodies.

The Subodh College has an active students' council. T*he students are nominated for student council on their contributions and integration based on Sports, extracurricular and Cultural activities, Achievements, Merit, Regularity, Discipline, Sincerity, Leadership skills, and overall performance every year.*

Nominated Representatives of the Student Council Participate in decision-making in the following Academic Clubs and Societies:

Student's role in Academic bodies:

- **Science Club**: The club familiarizes the students with scientific research and critical thinking. Student representatives ensure the mass involvement of students in scientific activities.
- **Commerce Club:** Student Representatives organize trade fairs, investment awareness programs, entrepreneurial activities, business quizzes, etc.
- **Humanities Club**: Suggestions and feedback from the students are given due consideration for Movie screening and Movie reviews, Creative Writing competitions, Visits to TV Channels/ Newspaper offices, Photography exhibitions, and Exhibitions on Literary themes.
- **Literary Club**: Activities are organized to promote interest in language and literature: Literature Fest, Nukkad Natak, Story Telling competition, Essay Writing Competition, Debate Competition on burning topics, Movie Screening, Grammaze, and Spellathon

Student's role in Administrative bodies :

- **Board of Studies:** Students contribute feedback, insights, and perspectives to shape the curriculum, policies, and academic programs in the Board of Studies.
- **Internal Quality Assessment Cell (IQAC):** Students offer input, assess quality, and aid in continuously improving academic and administrative processes within the Institutional Quality Assurance Cell.
- **Placement & Training Cell**: Placement & Training Cell has student representatives from all streams. Selected students are appointed as Placement Coordinators. They work closely with the Training and Placement Cell and the entire team in strategic planning for training and placement activities

- **Red Ribbon Club:** Aiming at spreading awareness of HIV and building capacities as peer educators, it has students volunteer from all streams

- **Green Club:** It focuses on creating and sustaining an eco-friendly environment. Student representatives voluntarily join the committee to contribute to Swach Bharat Abhiyan, plastic-free zones, reusability of products, and best-out-of-waste activities.
- **Anti-Ragging Committee**: The members of the committee are chosen from different faculties and final-year students to ensure the safety and security of students

Career Counseling Cell: The Student Advisory & Career Counseling Cell, constituted by Placement and Training Cell, has empathetic student representatives to explore various career opportunities in different fields. They are exposed to career/job fairs, seminars, and workshops.

- **Library Advisory Committee**: **Library Committee:** Students in the library committee suggest improvements, organize events, represent peers' needs, and promote library resources and services. Academically feasible suggestions and feedback from student representatives are considered.
- **Cultural Committee**: Various programs are organized, like local dances and music, fashion shows, and nukkad natak, etc., to enhance creativity and skill to think 'out of the box.'

The Student Council organizes major student festivals, namely Gorband, AAyam, Comfest, Abhinandan, etc.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 51.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	21	5.25	15

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)

5.4.2

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

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

Response:

Subodh Alumni Association, named Subodh Snatakottar Mahavidyalaya Purv Chhatra Samiti, is an initiative to keep all its students connected to their alma mater. It has invariably engaged participation in the developmental trajectory of the college since its inception in 2003. The association is a registered and recognized body under the Rajasthan Sanstha Registration Act 1958 with registration number 267/Jaipur, which was in 2017-18. The Samiti is fortunate to have many alums who have excelled in their fields. Presently, Subodh Alumni Association comprises over 44,700 members and operates with a robust organizational structure led by President Shri Man Singh Khinsaria, ex-MLA, Rajasthan, and Secretary Shri Rajesh Karnal, ex-President, Bar Association, Jaipur. These officials manage the association along with the Executive Committee Members. The Alumni Association is instrumental in advancing the college's development and spearheading humanitarian efforts on and off campus. The institution annually recognizes outstanding alums who have made deep imprints across diverse fields through the Alumni Awards.

Financial Supports

- To achieve academic excellence and sustain equity and diversity, the association has instituted Alumni Scholarships worth over Rs.1 lakh to help deserving students in dire straits. Alums come forward to establish endowment funds to provide scholarships or awards to meritorious students and deserving candidates.
- The philanthropic support of alums amounts to Rs. 10,00,000 by Minister and Member of Parliament Shri Ram Charan Bohra ji, Alumni of Subodh, and Rs. 2,05,000 by other members. These donations have facilitated the acquisition of essential amenities such as air conditioners and water coolers to augment the college's infrastructure.
- As members of the Subodh family, alums have extended their physical and financial support during the COVID-19 pandemic, demonstrating solidarity and compassion for those in need.

Academic

- **Academic and administrative bodies** have alum members as external members who contribute to bringing forth innovative ideas to enrich the curriculum, advising value-added and skill-enhancement courses.
- **Internships and Recruiters-** They play a crucial role in strengthening the Industry-Academia linkages by offering internships to students and serving as recruiters for their respective companies.
- **Guest lectures and donation of books** - Alumni-sponsored Lectures by erudite scholars have a bearing on the input provided in the college. Alums donate old and expensive books to departmental and central libraries.
- **Orientation Program and coaching classes**- the Alumni support orientation programs and need-based coaching for competitive examinations.
- **Guidance and Career counseling:** Alumni-led career counseling, combined with interactive sessions on recent industry trends and skill development programs, offers students tailored guidance, real-time insights, and practical skills in a condensed format.

Extension Activities

Our alumni are pivotal in motivating students to engage in social causes. Through their active participation in programs led by NSS, NCC, Rovers & Rangers, and Red Ribbon Club, they serve as mentors and resource persons, inspiring students to contribute sensibly to society.

Administrative Supports

Alum members are invariably part of the administrative committee, viz., Board of Studies, IQAC, Placement and career counseling cell, Entrepreneurship Development and Incubation Committee, and Industry-Institution Interaction Committee. Their extensive networks can be leveraged for fundraising by potential donors and sponsors. They provide expertise, resources, and networking opportunities,

Our alums serve as goodwill ambassadors for the college and exemplify its vision of providing ethical and value-based education.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Governance and leadership align closely with the college's vision and mission, emphasizing comprehensive growth, innovation, and inclusivity. Guided by the motto, **"Excellence is not a Skill, but an Attitude,"** the institution pursues excellence in all aspects of human and social life, with the underlying principles of transparency, participation, responsiveness, accountability, compliance, inclusiveness, and consensus.

NEP Implementation:

In 2023-24, the college adopted the NEP for its first-year undergraduate and postgraduate programs, utilizing a multidisciplinary and interdisciplinary teaching mechanism aligned with university standards. This initiative offers flexibility across disciplines, emphasizing life skills, technical skills, soft skills, and scientific temperament. Courses are designed to acquaint students with rich Indian culture, knowledge systems, and values like compassion, empathy, and ethics, contributing to strong moral character. As a local chapter of SWAYAM, the college enables rural learners to access online education and add grades to the Academic Bank of Credits. Outcome-based education ensures holistic learner development.

Sustained Institutional Growth:

The governance framework prioritizes sustainable advancement, focusing on expanding educational offerings, research endeavors, and infrastructure development to support academic, co-curricular, and extracurricular activities. This commitment is reflected in increased placement rates, publications, patents, projects, and accolades received. Significant milestones include Model College Status by the Government of Rajasthan, DBT Star Status, College with Potential of Excellence (CPE) status in 2004 and 2009, and College of Excellence (CE) status in 2014 by the UGC. The college holds Autonomous Status granted by the UGC and the University of Rajasthan and has been NIRF ranked from 2019 to 2023, showcasing its sustained growth and excellence.

Decentralization and Participative Management:

The leadership structure, including the Governing Council, Academic Council, and Board of Studies, ensures collective decision-making and decentralization through regular meetings and delegation of authority. The Convenor of the College Management Committee advises the Principal on daily affairs. Quality enhancement is driven by the IQAC, Staff Council, Academic Council, Board of Studies, and Finance Committee, which include representatives from management, industries, government, universities, other colleges, staff, students, and alumni. Stakeholder feedback is valued, enhancing

participative governance. Distributive leadership is evident through roles and responsibilities allocated to the Vice-Principal, Controller of Examination, Deans, IQAC, department heads, and committee leaders. With 87 college committees dedicated to specific institutional goals, there is shared accountability for tasks by participative management.

Institutional Perspective Plan:

The Institutional Perspective Plan, guided by effective leadership and stakeholder collaboration, aims for continuous improvement and excellence towards Vision 2030. Divided into three phases (2021-24, 2024-27, 2027-30), the plan outlines future developmental goals, enhanced research facilities, creation of a Skill-Enhancement Centre, upgradation of a computer lab for online examinations, and establishment of a fully automated e-digital library. The institution aims to achieve university status, initiate twinning programs with reputed institutions within and outside India, engage Nobel Laureates and eminent academicians as expert faculty, meet total energy requirements through solar power, and create more patents.

In summary, the college's governance and leadership are deeply integrated with its vision and mission of long-term excellence and development.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college's institutional perspective plan isn't just a vision but a strategic roadmap driving comprehensive growth, innovation, and inclusivity. Initiated after the third accreditation cycle in 2017-18, it adopts a forward-looking approach, incorporating SWOC analysis and NAAC peer team recommendations. Strategic Plan 2030 integrates expansion and diversification, strategy development and deployment, focusing on facilities, infrastructure, student enrichment, and brand building.

The institution's dedication to its perspective plan is evident through its achievements and initiatives. It has been recognized as one of India's top colleges, consistently ranking among the top colleges in the NIRF India Rankings since 2019, and also as a DBT Star Status College. Moreover, it has received top rankings from prominent educational magazines like Education World, India Today, The Week, Academic Insights, B4Q, ICCI, and others.

These achievements highlight the institution's strides in brand development and academic excellence, aligning with its goal of becoming a recognized brand and center of excellence. The plan's execution is also evident in the emphasis on research as a critical area. Initiatives such as annual publications, faculty research project targets, publication fee reimbursements, mandatory Ph.D. completion, and preference for research-oriented candidates in recruitment highlight the institution's dedication to enhancing faculty quality and institutional ranking. Establishing research centers in 16 departments further demonstrates a strategic commitment to nurturing a research-focused culture.

Infrastructure enhancements, including new lab construction across departments and the broadening of postgraduate programs, align with the institution's comprehensive development objectives. Moreover, the introduction of value-added courses, skill enhancement programs, partnerships, and MoUs, along with initiatives like competitive exam coaching and sustainable practices such as environmental audits and rainwater harvesting, reflect the institution's commitment to diverse advancements in teaching, research, and social responsibility, as outlined in the plan.

The efficient operation of institutional bodies is another testament to the institution's commitment to its perspective plan. The Governing Body, alongside key figures like the Honorary Secretary, Principal, Vice- Principal, Deans, and various committees, play crucial roles in guiding the institution's direction. The institution ensures optimal outcomes with a transparent organizational structure and clearly defined responsibilities at each level. Committees such as the Placement and Training Cell, Career Counselling Cell, and Alumni Association operate with distinct roles, enhancing student welfare and institutional efficiency.

The administrative and HR offices ensure good governance through adherence to the institutional policies and manuals relating to:

- Code of Conduct
- Complaint Management
- Consultancy
- E-Governance
- Energy Conservation
- Gender Sensitization
- Green Campus
- Grievance Redressal
- Human Resource
- Infrastructure and Maintenance
- Institutional Minority
- Internal Quality Assurance Cell
- Information Technology
- Library
- Professional Ethics
- Human Values
- Resource Mobilization
- Institutional Scholarships and Freeships
- Differently Abled
- Research and Research Ethics
- Safety and Security
- Student Welfare

- Waste Management

   The institution's commitment to UGC regulations, including those concerning the Prevention, Prohibition, and Redressal of Sexual Harassment, distinctly displays its dedication to providing a safe and supportive environment. In conclusion, the institutional perspective plan at S.S. Jain Subodh P.G. College is effectively implemented and evident in the efficient functioning of various institutional bodies. The achievements, initiatives, and organizational structure outlined demonstrate a strategic and comprehensive approach to institutional growth and excellence, emphasizing transparency, strategic planning, and regulatory compliance in line with the institution's vision and mission.

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

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has a well-defined Performance Appraisal System to ensure the teaching and non-teaching staff's continuous improvement and professional development. The Annual Appraisal Report (APR), separate for teaching and non-teaching staff, is completed annually, including position-specific criteria, self-assessment inputs, duties, and other relevant factors. Grading, ratings, and detailed remarks on the APR provide a comprehensive understanding of an employee's strengths and areas for improvement. The Subodh Shiksha Samiti, in collaboration with the Principal, oversees the appraisal process to make informed decisions on training programs, job rotations, transfers, promotions, incentives, and salary hikes and address other concerns raised during the appraisal process.

The college prioritizes effective welfare measures for teaching and non-teaching staff, along with avenues for career development and progression through several measures:

Professional Development:

- A research cell promotes research culture among staff.
- Orientation programs, refresher courses and Faculty Development Programmes are available for all staff
- Career Advancement Scheme and training for NET/SLET and other competitive exams via 'Subodhini.'
- Well-equipped library with access to online and offline journals, internet browsing, e-resources, and reprographic facilities.
- Motivation and support for Awards and Fellowships.

Financial Support and Incentives:

- Total ward fee exemption for the children of teaching and non-teaching staff in all the institutions of Subodh from play group to Doctoral Programme (Ph.D.).
- UGC pay scale remuneration, including medical aid, gratuity, and PF.
- Seed money for research projects and financial assistance for patents, student projects, professional memberships and conference participation.

Support for Ph.D. Programs:

- Encouragement for non-doctoral staff to enroll in Ph.D. programs.
- Provision of essential infrastructure and resources for research.
- Leave on request to faculty members undertaking coursework.
- Opportunities for international exposure and support for attending development programs.
- Monetary incentives for research contributions, patent filing, paper presentations, and

conferences.

Support for providing consultancy services.

- Medical leave, special casual leaves, yoga classes, psychological counseling, and 24-hour solar-powered backup.
- Comprehensive facilities, including Wi-Fi, workspace, computing, cafeteria services, identity cards, parking, sports facilities, staff uniforms, and a women's welfare and grievance cell.

Administrative Staff Development:

- Domain-specific training for administrative staff.
- Support for recreational programs, get-togethers, and tours.

Physical Well-being/Medical Facilities:

- Free health check-ups and vaccination camps.
- Gym facilities, sports, and games for staff physical well-being.
- Maternity and paternity leave, a medical room with exceptional healthcare, separate parking facilities, and consultation fee concessions at partner hospitals.

Retirement Honors and Opportunities:

- Retired staff honored on Teachers' Day and other functions.
- Opportunities for retired staff to serve in administrative roles.

Career Progression:

- Promotion of senior staff with extensive administrative experience to higher administrative positions.
- Career Advancement Scheme to promote Associate Professors and Professors.

The comprehensive appraisal system, effective welfare measures, and career development avenues enhance the institution's ability to attract and retain top talent, which is crucial in nurturing a thriving academic environment. The institution's commitment to continuous improvement, transparency, and employee well-being aligns with its overarching vision of creating and sustaining a culture of excellence and development.

File Description	Document
Upload any additional information	[View Document](#)

6.3.2

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

Response: 52.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	130	66	152	153

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

6.3.3

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

Response: 52.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	169	193	73	151

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

The college has a well-defined resource mobilization procedure to ensure financial sustainability and optimal resource utilization through a diversified and strategic approach. Financial requirements are calculated through the annual budget to ensure effective and efficient utilization of the funds raised. Mobilization sources of funds beyond conventional sources (such as student fees) to enhance capacity to meet diverse financial needs, promote a learner-centric ecosystem, and respond dynamically to emerging requirements include:

Diversified Funding Sources:

- Government assistance through funding agencies like UGC, DST, DBT, ICT, AICTE, ICSSR, etc.
- Grants from individuals, philanthropists, Management.
- Renting institutional facilities for external examinations, cafeteria operations, and hosting various events.

- Consultancy income from specialized services to external organizations.
- Alumni contributions
- Income from sports academy.
- Government funds are provided for activities such as NSS, NCC, and Red Ribbon, as well as initiatives like PMKVY 3.0, PMKVY 4.0 Training Centre, Soil Health Card Schemes, etc.
- Interest earned on corpus funds.

- Unclaimed caution money, etc.

Responsible Fund Management: The Finance Committee, led by the Principal, oversees strategic fundraising measures, closely monitors usage, and ensures financial transparency through collaborative decision-making involving the Governing Council and other key stakeholders. A dedicated purchase committee ensures checks and balances. At the same time, the auditor appointed by the Subodh Shiksha Samiti ensures verification of receipts and payments, followed by the audit by external auditors. Transparency and accountability are maintained throughout.

Flexibility for Special Requirements: While adhering to budgeted allocations, the institution recognizes the need for flexibility in addressing exceptional cases. Special fund requirements receive consideration based on detailed proposals and special permissions, enabling dynamic responses to emerging needs.

Utilization of Funds: Besides salary, funds are strategically allocated to support various educational activities, including seminars, workshops, lectures, intercollegiate events, scholarships, infrastructure development and maintenance, equipment acquisition, fee concessions, and study tours. Additionally, a portion of the funds is dedicated to promoting sports within the institution, supporting the maintenance of sports facilities, procuring sports equipment, and providing training opportunities for student-athletes. Government funds are allocated for specific sanctioned purposes and are closely monitored by the college administration. The funds are also used for the following purposes:

Faculty Development Programmes:

- Funding FDPs for the faculty
- Supporting Training, conferences, and research initiatives

Student Support Services:

- Providing financial aid and scholarships to students
- Offering career counseling and arranging Placements
- Supporting extracurricular activities

Research Development:

- Seed money for research
- Consultancy reimbursement
- Upgradation of research equipment, laboratories, and research journals.

General Maintenance:

- Installing and maintaining security systems, fire safety equipment
- Regular maintenance and repair of the building, plumbing, electrical systems, and other infrastructure
- Implementing eco-friendly and sustainable practices

In conclusion, the college's resource mobilization procedure reflects a comprehensive and strategic approach to financial management. Through diversified funding sources, responsible fund management, effective budgetary planning, flexibility for special requirements, and strategic utilization of funds, the

institution ensures financial sustainability and optimal resource utilization to create an enriched educational environment.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2

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

Response: 33.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.62	1.59	9.60	17.32	1.35

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The college ensures its financial integrity and accountability through a comprehensive three-tiered auditing approach, encompassing quarterly internal and annual external (statutory) audits for specific audited documents for various organizations. This rigorous auditing framework is essential in

maintaining the college's financial health and promoting a culture of transparency and responsibility.

Internal Auditing Mechanism

The internal auditing, conducted quarterly by a designated internal auditor appointed by the management, is overseen by the college administration. Ensuring stringent financial controls and regular oversight, the internal auditors' role is critical as they thoroughly examine various economic and financial aspects.

The internal auditing process includes:

- A comprehensive examination of individual vouchers.
- Ensuring alignment of entries with designated budget heads.
- Scrutiny of receipts and payments to verify their accuracy.
- Verify expenditure statements to confirm they reflect actual spending.
- Conducting bank reconciliation checks to match the college's records with bank statements. Posting transactions to budget heads to maintain accurate financial tracking.
- Verify income-expenditure statements for accuracy and completeness.
- Matching fee receipts with admissions ensures all collected fees are accounted for.
- Liability checks for compliance with TDS, ESI, and PF regulations.

An Internal Audit Report is generated and submitted to the management office and the external statutory auditors upon completion. Any objections raised during the internal audit are handled and rectified before proceeding to the next stage. This proactive approach ensures continuous improvement and refinement of internal financial controls, contributing significantly to the institution's economic health.

External (Statutory) Auditing Mechanism

- A certified chartered accountant conducts the external statutory audit towards the end of each financial year.
- This audit adheres strictly to ethical requirements, aiming to provide reasonable assurance that the financial statements are free from material misstatements.
- The statutory auditors incorporate findings from the Internal Audit Report into their comprehensive assessment. They conduct intensive checks on the Trial Balance Sheet, ensure the accuracy of Income-Expenditure Statements, and evaluate the Balance Sheet for compliance with regulatory standards.
- Any objections or issues identified during the statutory audit are meticulously reviewed and addressed, ensuring the final Audited Report complies with regulatory requirements.
- Certified chartered accountants are also shortlisted for providing the utilization certificate of funds and audited income expenditure statement for submission to various organizations.

Culture of Transparency and Financial Responsibility

Apart from these regular audit systems, earlier, the Regional Joint Director and the Office of Joint Director of College Education conducted audits, which have been discontinued since the college became self-financed. All queries raised by the Auditor General Rajasthan were promptly handled by all persons, ensuring no queries remain pending.

The college has always clarified queries raised by government offices in all financial years. The multi-

layered auditing system, overseen by the college accounts office, ensures ongoing vigilance and accountability regarding financial matters, upholding the institution's credibility and benefitting the entire college community.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Based on recommendations post 3rd cycle of accreditation, IQAC's initiatives significantly enhanced the institutional quality and stature, exemplified by the high rankings on various reputed platforms, the premier being NIRF Rankings. Significant initiatives included embracing ICT interventions, expanding academic programs, establishing more research centers and state-of-the-art labs, audio-visual rooms, professionalizing consultancy services, and focusing on sports and extension activities.

Two practices institutionalized and prioritized in the preceding five years by IQAC as quality initiatives for the college are:

1. **Empowering Research Culture**

 Research is the heartbeat of academic progress in HEIs, and the college understands this well. Although maintaining a research orientation from the beginning, during the third accreditation cycle, the college faced challenges relating to few patents and limited scholarly publications in reputed journals. IQAC redefined the college's research culture by introducing the Research Promotion Policy and setting clear targets to boost research output. Practical support, including financial assistance, was provided to ease

the burden of research costs, enabling faculty to pursue scholarly interests more effectively. In the past five years, IQAC's proactive measures have led to a paradigm shift in the college's research status, as evidenced by the disbursement of Rs. 43,85,550 as seed money for research projects and publication of 821 research papers besides other parameters:

Parameter	Status at the time of the Third Cycle of Accreditation	Status before the submission of SSR for the Fourth Cycle of Accreditation
Patents	2	44
Research Centres	8	12
Percentage of faculty holding Ph. D.	66.67%	76.69%
DBT Star Status	No	Yes
Post Doctoral Fellowships	3	8
Research Laboratories	1	7
MoU's	15	96
Seed Money Provision for Research Proposal	No	Yes
Workshops/Conferences /Webinars Attended	692	1046

2. Catalyzing Excellence through MoU Endeavors

Following the third accreditation cycle, the college's pursuit of academic excellence and holistic student development saw a significant transformation under the proactive leadership of its IQAC in establishing MoUs with diverse stakeholders. Amplifying the college's impact across various domains, this initiative facilitated interdisciplinary knowledge exchange, collaborative programs, joint research initiatives, integrated industry insights, and impactful social initiatives through alliances with educational institutions, industries, and NGOs. IT and health sector companies. Resource sharing, funding opportunities, and alums engagement impacted the college's brand image, attracting top talent; 96 National and International MoUs at the time of SSR submission of the fourth cycle as compared to 15 MoUs during the third accreditation cycle have led to a paradigm shift benefiting students, faculty, college, and the partnering entities through the following endeavors:

- FDPs, Guest Lectures, and Seminars
- Research Collaborations
- Internship and Placement Programs
- Skill Development Workshops
- Community Engagement Projects
- Entrepreneurship and Innovation Initiatives
- Industry-Academia Interface
- Joint Certification Programs
- Technology Transfer and Innovation
- Cross-Cultural Exchanges
- Social Responsibility Projects
- Joint Publications and Conferences

In conclusion, these initiatives by the IQAC have significantly elevated the academic and operational standards of the institution. By promoting a vibrant research culture and establishing strategic MoUs, the college has enhanced its educational quality and expanded its collaborative horizons, ensuring a comprehensive and dynamic learning environment for all stakeholders.

File Description	Document
Upload any additional information	[View Document](#)

6.5.2

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

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

Response:

The IQAC's commitment to academic excellence has led to significant quality initiatives addressing evolving industry demands, notably in ICT Integration and Enriching Academic Offerings.

1. ICT Integration

Initially, the college had limited ICT use, which the IQAC sought to transform to enhance teaching, learning, evaluation, and administrative processes, ensuring competitiveness in the digital age. This became particularly crucial during the COVID-19 pandemic.

Videomeet Development: The IQAC developed 'Videomeet,' a customized software solution to facilitate online classes, remote learning, online vivas, and staff meetings, maintaining academic standards during the pandemic.

Faculty Digital Competencies: Continuous training programs, workshops, and mentoring sessions were organized to equip faculty with digital skills, promoting a culture of innovation in pedagogical practices.

Administrative Digitalization: The IQAC implemented e-governance solutions for admissions, examinations, and library services. The admissions process was streamlined with an online portal for application submission, document verification, and fee payment. Examination processes were digitized for scheduling, registration, result publication, and re-evaluation.

Financial Process Modernization: Digital payment systems, transparent online fee structures, and Tally software for efficient accounting were adopted, enhancing operational efficiency and transparency.

Library and General Administration: E-governance measures were adopted for library services,

including digital cataloging, e-lending systems, and remote access to digital archives and journals. General administrative processes saw digital innovations like online portals, document digitization, digital communication tools, cybersecurity measures, online feedback mechanisms, Wi-Fi access, and biometric attendance systems.

These ICT initiatives improved efficiency, saved time for students and staff, and contributed to environmental sustainability through paperless examinations and digital course materials.

2. Enriching Academic Offerings

Following the third NAAC accreditation cycle, the IQAC aimed to enhance the college's academic stature. As an autonomous institution affiliated with the University of Rajasthan, the college utilized its autonomy to reshape its curriculum to meet industry demands.

Curriculum Modernization: The IQAC proposed modifications to infuse practicality and contemporary relevance. Emerging fields, cutting-edge technologies, and interdisciplinary topics were incorporated to ensure comprehensive education aligned with job market demands.

Internship and Fieldwork Integration: Internships and fieldwork opportunities were integrated into the syllabus, providing real-world exposure. Dissertations were made compulsory in several postgraduate courses, promoting inquiry and scholarly pursuit.

Expansion of Academic Offerings: The academic spectrum was expanded at undergraduate and postgraduate levels. New interdisciplinary courses at the UG level and specialized programs at the PG level offered diverse subjects, encouraging innovation and exploration.

Competitive Exam Preparation: The revised syllabus equipped students with knowledge and skills for competitive exams and professional courses, reflected in consistent selections in exams like MBA, banking, civil services, NET/SLET, SSC, and classes like CA/CS.

Collaboration for a skill-oriented course with Maruti Suzuki India Limited: A notable initiative is the collaboration with Maruti Suzuki India Limited to introduce a BBA program in retail management. This partnership bridged the gap between academia and industry, offering internships, on-the-job training, and placement guarantees upon graduation.

The IQAC has demonstrated its commitment to academic excellence through these initiatives, equipping students with the skills, knowledge, and experiences needed to thrive in their respective fields.

File Description	Document
Upload any additional information	[View Document](#)

6.5.3

**Institution has adopted the following for Quality assurance*:*

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

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Subodh adheres to the **United Nations Sustainable Development Goal (SDG)-5** *mission statement to* **"Achieve gender equality and empower all women and girls."** The college actively integrates the principles of the United Nations's Academic Impact (UNAI) in its curricular and co-curricular activities in line with the **Vision and Mission.**

Gender equity is promoted by sensitizing students against gender discrimination, exploitation, gender disparities, and women's rights through various activities to encourage female students to be self-reliant and economically independent.

The institute has taken the following initiatives:

Infrastructure

- The institution provides adequate and appropriate infrastructure for women on campus, including girls' common rooms, hygienic female washrooms, and women's restrooms.
- A sanitary napkin dispensing machine to cater to the needs of female students.
- The institution has signed an MoU with Kids Club Creche, a daycare center for providing children of the female faculty with a safe environment.

Safety and Security

- Installation of 200 CCTV cameras for enhanced surveillance across the campus.
- Deployment of lady guards at every floor and exit point to ensure the extra safety of female students.
- Availability of a lady doctor to address medical needs.
- Training sessions on self-defense and health are conducted by the Women Welfare Cell, NSS, NCC, Rangers, Rovers, and Red Ribbon Club to empower female students.

Counselling

- Accessible counseling services that specifically address the needs and concerns of women on the campus

Gender Sensitized Curriculum

- The institution incorporates gender perspectives into the course content, ensuring the curriculum is not biased towards any particular gender. The college offers gender issues as a part of the curriculum by different teaching departments.
- Adapting the curriculum to match NEP 2020, intentionally integrating gender sensitivity, providing certificate/diploma courses for equal career opportunities, and generating direct employment for female students.

Institutional Cells and Committees

- **Women Welfare Cell**: Organizing seminars and talks on critical gender issues such as Save the Girl Child, Women Empowerment, etc.
- **Students Grievance Redressal Cell**: Raising awareness about gender-based discrimination, promoting a culture of respect and equality, and challenging harmful stereotypes and attitudes.
- **Anti-Ragging Cell**: Formed in adherence to UGC guidelines to prevent ragging activities on campus. The students have to fill out a declaration form, which gives an assurance that they will not be indulged in ragging activities by providing a declaration on the UGC portal.
- **Internal Complaint Committee**: Handling gender-sensitive issues and providing drop boxes for reporting sexual harassment incidents if any.
- **Women Helpline Number**: 9460219602

Co-Curricular Activities

- The college has an NCC wing for girls
- Woman Programme Officer for NSS
- Woman NCC (Naval Wing) Sub Lieutenant
- IQAC, in partnership with Women's Cell, NCC, NSS, and other clubs, organized seminars, guest lectures, and group discussions on gender equity, conducting awareness programs on issues like anti-sexual harassment, human trafficking, women's rights, and cyber security to foster gender consciousness.
- Inclusive sports facilities and gender-neutral spaces are provided on the campus
- Incorporation of the "Beti Bachao, Beti Padhao" campaign initiated by the Government of India.

Feedback

- Feedback from students and staff on gender sensitization programs is reviewed, and suggestions are considered.

Additional Information

1. Faculty members actively contribute to gender-related research and publications, voicing their opinions on gender issues to the larger community.
2. Acknowledging the importance of female security, faculty members have designed patents to enhance women's safety.

File Description	Document
Upload any additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

Subodh College has a healthy policy for protecting the environment, following the Reduce, Reuse, and Recycle principle. Waste management is a manifold task and is accomplished in the following ways:

1) Solid Waste management:

- The institute promotes waste segregation with color-coded dustbins for degradable and non-degradable waste. Solid waste is collected separately. Over 50 bins have been provided across the campus to collect the solid waste generated at different places in the college. The college has its decomposer machine, which converts dead leaves, twigs, plants, and grass into manure.
- The solid waste is segregated into dry and wet categories. A garbage collecting vehicle from Jaipur Municipal Corporation carries it to the recycling plant.
- To dispose of biodegradable waste, our college has set up four vermicompost beds. It is used to make compost from the earthworms. The size of each bed is 12m x 4.5 m. It takes 6-8 days for a pit to fill and 45 days to convert the biodegradable waste into vermicompost. The vermicompost is used in botanical gardens, potted plants, and for research purposes. Besides this, Subodh uses 10 to 15 kg of bio-waste from two of the hostel's kitchens every day.
- Collection and disposal of non-biodegradable solid waste like scrap metal has been outsourced to authorized vendors. Plastic waste is handed over to Jaipur Nagar Nigam.
- The institute promotes paper reuse by using single-sided papers for rough work. A proper tendering process disposes of paper waste. The college issues orders/circulars in electronic format or on the Whatsapp groups created by the college administration.
- Old wooden furniture is repaired and reused; if not possible, it is disposed -off as scrap.

2) Liquid Waste Management:

- A team regularly monitors leakages in the water pipes and taps. These problems are addressed by prompt maintenance.
- Water from the RO systems installed in different locations is used in the garden and vermicompost beds.

3) E-waste Management:

- The institution emphasizes the reuse and refurbishment of equipment. Repairable items like computers, printers, etc., are upgraded. Perishable items are correctly safely disposed of.
- E-waste collected from different laboratories of the Computers and Physics department and other offices is transported to the electronic scrap agency for safe disposal. MOU was signed with ETCO E-waste Recyclers Pvt. Ltd. in 2016 for five years, i.e. till 2021, and renewed for three years (2022-2025) for proper disposal of e-waste goods that are unserviceable so that the ecologically harmful toxins generated thereby may be recycled according to the Government's prescribed standards and regulations to save the environment as well as human lives.

4) Waste Recycling System :

The maintenance team collects the broken, non-usable furniture and sends them for repairs and restoration to the carpentry section inside the campus. They systematically dispose of or reuse the materials collected by the maintenance team.

Similarly, the repairs and maintenance team for electrical and electronics items systematically collects various equipment and systems from departments and units for repairs and restoration.

Besides this MoU signed between the college and Trinabh Foundation, a registered NGO, it is dedicated to a multi-faceted approach that includes planting trees, preserving clean natural areas & cleaning polluted areas, and promoting responsible waste management.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.5

Green campus initiatives include

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

Response:

The Green Campus initiative at Subodh P.G. College showcases the institution's commitment to sustainability and environmental consciousness.

The following modalities have been incorporated -

Green policy and Green club :

The college has a Green Policy to maintain greenery on campus. Green campus policy outlining the

college's commitment to sustainability and its goals for reducing carbon footprint, conserving resources, and promoting eco-friendly practices. The policy aligns with broader sustainability frameworks and complies with relevant regulations and standards: green clubs or various activities to promote awareness about green initiatives.

Restricted entry of automobiles: The institution limits the entry of automobiles and has dedicated parking areas within the campus premises. The restricted entry policy encourages students and staff to choose greener transportation alternatives. The college promotes alternative transportation options such as walking, cycling, carpooling, and public transit. Students are not given parking facilities for four-wheelers; since the college is centrally located, 80% of students use public transport.

Ban on the Use of Plastic: The institution has adopted a strict policy against single-use plastics. Plastic bags, bottles, and containers have been replaced with eco-friendly alternatives. The use of plastic disposables in various functions has been banned. Faculty members carry cotton or Jute bags. In conferences or seminars, soft cotton or jute bags are usually used as registration kits for delegates.

Green Spaces and Biodiversity: The college is fully committed to the promotion of green practices and strict adherence to the protocols. The campus is richly blessed with a large green landscape. Green spaces are enhanced through sustainable landscaping practices, native plantings, and biodiversity conservation efforts. There are over a hundred trees, shrubs, and herbs in the college Botanical garden and more than fifty plants in the Nakshatra garden (Twelve Zodiac Sign).

Rainwater Harvesting: The institution has implemented rainwater harvesting systems to harness and store rainwater for recharging groundwater. This initiative helps in water conservation.

Water Conservation: Water-saving measures such as installing low-flow fixtures, repairing leaks promptly, and optimizing irrigation systems maintain water conservation. Students and staff members are made aware of the importance of water conservation and simple actions they can take to reduce water usage.

Waste Reduction and Recycling: The college has a comprehensive waste management program that includes recycling, composting, and adequately disposing of hazardous materials. Recycling bins and composting beds in strategic locations across campus provide clear signage and instructions for correct sorting. MOU between waste management companies to ensure the effective processing and recycling of waste.

Energy Efficiency and Renewable Energy: Energy-saving measures such as LED lighting systems have been used, and LED has replaced all conventional lights. Solar panels are installed on the campus over rooftops to promote the use of renewable sources of energy. The college encourages energy conservation behavior among campus occupants, such as turning off lights and unplugging electronics when not in use. One switch for all the lights and fans in the classroom has been implemented to save energy. Sensor-based LED lights are installed at permanent places. Solar lights are placed around the building, charged in the daytime, to be used at night.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

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

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

maximum of 500 words

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

Response:

Subodh is against all kinds of discrimination, including disability and it is also one of our objectives to create a barrier free and differently-abled friendly environment on campus. In order to achieve this laudable objective, we have constituted a Differently Abled Students` Welfare Committee and we keep on monitoring its functions. We revise or amend its proceedings as and when needed. We are elated to mention the inclusive and differently abled friendly infrastructure and human assistance:

1. **Built environment with Ramps/lifts for easy access to classrooms:** We have differently abled friendly and barrier free environment with accessible infrastructure. This includes features such as ramps, elevators, wide corridors, doorways, wheelchairs and parking.
2. **Differently Abled- Friendly Washrooms** which have been renewed as per the suggestions received by Differently Abled Students` Welfare Committee of the college.
3. **Signage including Tactile Paths, Lights, Display Boards and Signposts:** Paths, boards, signposts, ramps at the entrance and parking area, spacious corridors , lights and lifts with accessible buttons and keys
4. **Provision for Enquiry and Information:**

- **Help- desk**: We have got a help-desk for differently abled students where they can enquire about anything. This saves their time and makes their on -campus experience hassle-free and our **receptionist is a modest and differently abled lady**.
- **Reader, Scribe and Soft Copies of Reading Material**: We have got diligent and enthusiastic student volunteers to help their fellows as scribes and readers on written permission of competent authority. The soft copies of reading material is available for visually challenged in the library and newspaper facility is also available for them.
- **NVDA Software for Differently Abled**: We have got **Non Visual Desktop Access Software**, installed in few systems to help visually challenged people who need a software to read any text digitally and such software was highly expensive to afford but in the year 2006, Michael and James(visually challenged) introduced this software free of cost for visually challenged people.

5. Human Assistance and Accessible Transportation: Our helping staff and students are always ready to help these students and this has converted into not only a barrier –free environment but also a buddy-friendly one.

6. Disability Awareness and Training: We provide awareness programmes for faculty, staff, and students to promote understanding and inclusivity.

7. Peer Support Programs: Peer support programs are being organised for them to connect with fellow students and staff who have got similar experiences.

8. Differently Abled Policy and Welfare Committee: We have got a policy for their inclusion and the constitution of Differently Abled Welfare Students Committee and its proceedings are the evidences of our modest efforts for such people.

Thus, we have built barrier-free environment where all the facilities and assistive technologies are provided to them and they can easily access the lifts.Our student volunteers are always ready to assist them. The teachers and staff members are very cooperative. Counselling sessions are conducted as and when needed. Scribe facility is available and computer systems are reserved. We ensure barrier free environment for our differently abled students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Our college focuses on the inclusion of all the required aspects and provides an inclusive environment with harmony towards socio-economic, regional, linguistic, cultural and communal diversities. We have got Equal Opportunity Cell which keeps an eye on the overall activities and inclusion of all the students from various regions and languages. Institutional efforts towards inclusive environment are as follows:

Promotion of Cultural Diversity

- **Admission** of students from **diverse** regions,cultures and communities
- Celebration of *religious festivals* like *Basant Panchami , Diwali, Holi, Eid,Christmas* etc
- **The Code of Conduct** is to be followed by everyone.
- Various grievance redressal cells deal with the grievances without any discrimination.
- Regional diversity is also seen in the significant presence of students and teachers from other regions.
- Several cultural activities and events are conducted time to time.
- **Diwali Milan**, **Sports Day** and cultural events for faculty and staff
- **Cultural performances in International Conference**
- **Gorband and Abhyuday for students(performances from different cultures)**
- *Cultural Fest for P.G. students*
- *Nukkad Natak on Various themes, spreading message about unity in diversity and inclusiveness*

or harmony

Promotion of Regional and Linguistic Integrity

- The college`s official languages are both **Hindi** and **English**.
- Bilingual teaching practices
- **P.G. Diploma in Jain Studies, Cultural History of Rajasthan, Music and Other Such Various Courses**
- Celebration of **Hindi Diwas** and **National Poetry Day**
- **Sanskrit Camps**
- **Literature Festivals** where authors from various regions and languages come to interact with students
- **MoU** with **Alliance Francaise** and **Marwadi International Federation** to promote **French** and **Marwadi** languages
- Numerous committees like Language Lab, Debate,Personality Development etc.
- Subandh: the Edited Book(Poem Collection of Our Students in Hindi) and Subodh Newsletter
- Events and competitions like debate, extempore and poetry recitation

Promotion of Communal Harmony

- Celebration of days like **Independence Day, Republic Day, Unity Day, Voter Day**, **Human Rights Day**, **Shaheed Diwas, Gandhi Jayanti**,**Constitution Day** etc. all the national festivals and **birth anniversaries of national leaders**
- Topics, content and value added related to cultural,linguistic, socio-economic and **human rights**
- Talks, seminars and competitions based on communal harmony
- Participation of students in **National Youth Festivals** and **Parliament**
- *Active involvement in Central Government`s Unnat Bharat Abhiyaan*

Socio Economic Inclusion

- Social values through **charity services**, visits and extension activities to slums, orphanages etc.
- Distribution and Donation Drives where students go and teach students of slum area. They distribute food, clothes,books and many such goods. This develops the sense of social responsibility in them and it is an honest effort towards social inclusion.
- **Scholarships** to meritorious, girls, minorities, specially abled and deprived classes
- **Workshop on Atma Nirbhar Bharat: Vocal for Local**

Other Diversities

The institution celebrates various commemorative days of Health Awareness like Anti-Tobacco Day and more to promote physical and mental well-being.

- Community services during covid-19(mask and Covid kit distribution, vaccination camps etc.)
- The institution promotes protection of natural resources through observance of World Water Day, World Earth Day and World Environment Day, etc.
- Celebration of Women`s Day, National Science Day, National Technology Day etc.
- Articles and Talks on Radio and Doordarshan

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

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

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

Response:

When we talk about the sensitization of the students and employees, it indeed is a matter of joy to share the beauty of our college`s vision and mission, which revolves around the need for moral values, integrity, ethics, value-based, high-quality, and affordable education. We at Subodh keep it on our top priority to teach our students moral values, which further help them to become good human beings, and the same can be seen in the talks, lectures, and behavior of our employees who keep on trying to pass on their moral and cultural heritage to their students. The same is monitored through **mentor-mentee groups, counseling sessions, and various activities conducted by NSS, NCC, Ranger-Rover, and Red Ribbon Club**. The Departmental In-charges conduct **quarterly meetings** to ensure the inculcation of these values in the students. Our courses include constitutional rights and duties and all the major events and days like **Sadbhavna Diwas, National Unity Day, Shaheed Diwas, Independence Day, Republic Day, Gandhi Jayanti, Constitution Day, Swachchtha Pakhwada, NCC Day, NSS Day, Voter Day, Human Rights Day Hindi Diwas, Consumer Rights Day, Electoral Awareness, Anti-Tobacco Day and Oath Taking,** etc. are celebrated so that students and employees are always energized with the glorious chest of our constitution. The active participation of teachers and students in various conferences, seminars, debates, lectures, and community-based activities is the spokesperson of our narration:

- Active participation in community-based activities
- Duty to impart knowledge regarding democratic process, rights and duties
- Lectures, debates, and other numerous activities by NSS, NCC, etc., to meet the purpose
- Visits to slum areas and efforts to make them compassionate
- Sincere attempts to preserve the composite culture of our country
- An effort to preserve the natural environment
- Lecture on Uniform Civil Code.
- Celebration of almost all the major days related to constitutional obligations between 2018 to 2023
- Regular Reading of the Constitution
- Debates on Human Rights
- Distribution Drives and Blood Donation Camps(Food, Clothes, Books, Goods, Sanitary Pads, Tot Bags etc.)

We abide by the Indian Constitution and respect its ideals. Our college upholds and tries to protect the sovereignty and unity of our country. We value the prosperous heritage of India`s culture and respect the unity in diversity. Our students are trained and taught to safeguard the public property.

Thus, it can be affirmed that S.S. Jain Subodh College employees and students try their best to abide by the framework of our constitution, and conscientious efforts are being made to ensure active participation in sensitization towards constitutional obligations.

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

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7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

1.Title - Developing Individuals to Create a Better Society

2. Objectives of the Practice:

"Service to Humanity is Service to God" Extension activities are an integral part of the college to promote community linkage, social responsibility and interaction with the public. Participation in extension activities also helps students in problem analyzing and solving skills. The objectives of the practice are:

- To create a linkage between the institution and the community where they live.
- To give exposure to students in experiential learning beyond traditional class room learning.
- To provide hands - on - experience to young students in delivering community services.
- To give an opportunity to the students to identify the needs and problems of the community.

3. The Context:

In today's world, the students are ignorant about the problems of the society where they live. Hence in

order to make them aware, it is realized that the students must be sensitized about the society and extension activities are a means of doing them. Creating awareness is the prime intention of this practice. It reflects the essence of democratic living and upholds the need for selfless service and underlines that the welfare of an individual is ultimately dependent on the welfare of society as a whole.

4. The Practice:

NCC, NSS, Rangers and Rovers, Red Ribbon Club are involved in extension activities.

Activities carried out are as follows:

• Participation in Republic Day Camp in New Delhi

• Organizing Blood Donation, Vaccination Camps

• Environment friendly activities

• Organizing health camps

• Organizing awareness programs

• Cleanliness Drives

5. Evidence of success:

Our institution has got various laurels in the activities they are involved at the State and National level.The success of our NCC cadets is visible by their representation in the Republic Day Camp in Delhi every year. Our college had,**09 cadets representing in January 2023** and no other college had so many cadets to represent the state.The Girls contingent at Kartavya Path was led by a cadet from Rajasthan for the first time and the leader was none other than a **Falguni Prajapat**,student of our college. Excellent performance by our cadets have resulted in their getting **jobs as officers in the defense services** of the country.

Our NSS volunteers, peer educators of Red Ribbon and Rangers and Rovers have also been ahead in the race by **2 of our NSS volunteers** and our Program officer **Dr.Kapil Anand** were awarded the **President's award** for their exemplary services to the society.A number of awards have been bagged at the state level by our NSS and Rovers and Rangers. **National award** has been conferred to the Red Ribbon Club for its meritorious contribution.

6. Problems Encountered:

As such no major problems have been encountered in the implementation of this practice. Other than meager financial support, no additional resources were required. They come across some practical problems while performing various awareness campaigns. One such common problem is that some beneficiaries are reluctant to cooperate with the volunteers.

Best Practice 2

1. Title - Cultivating Skills in Indian Youth through Sports and Games

2. Objectives of the Practice -

We at subodh understand the significance of sports and have made it an integral part of our college culture. The objectives of sports and games in college include fostering holistic development, promoting health and well-being, enhancing academic performance, and cultivating positive character traits. Principles underlying this practice encompass inclusivity, equity, excellence, safety, respect, education, and community engagement.

3. The Context -

'Sports and Games' in India is believed to be thousands of years old. Subodh characterizes a long and rich sporting culture assimilating old and new both. Due to the 'Sports and Games' culture that has been successful in capturing the imagination of the Indian public. This healthy practice has helped to promote sports culture in colleges in multiple ways. Nowadays, youth aspire to become professional players to follow their role models. Along with the flying colours of academic performance sometime it is not easy to manage by students as well as institution but Subodh not only balances it smoothly but has made it a practice.

4. The practice -

Sports and games as best practice in Indian higher education hold unique significance due to the country's cultural diversity, emphasis on holistic development, and growing sports industry. Certain limitations, including inadequate infrastructure, resource constraints, and societal attitudes need understanding for maximizing the benefits of sports in Indian colleges while addressing challenges effectively.

Uniqueness in the context of higher education involve cultural integration, holistic development career opportunities, promotion of health and fitnes and unity in diversity. This promotes cultural preservation, appreciation, and national pride among students.

Many colleges lack adequate sports facilities and equipment, hindering students' participation and performance in sports. Social attitude and gender disparities also affect culture of sports and games.

5.Evidence of Success :

College has provided excellent sports facilities in the college campus for mental and physical growth of students. There are lots of facilities for various indoor and outdoor games. College has been winning University of Rajasthan Inter College overall general championship trophy since eleven years from 2012 to 2023. Our students have got awards at the state, national and international level in different sports and games. At International level ,Rajat Chouhan student of B.A. Sem IV, Arjun Awardee participated in International Archery Championship, Las Vegas USA. Kamlesh Nagarkoti, played U-!9 World Cup cricket .Subodh College Cricket team secured a place in the finals of Red bull Cricket Tournament held in Chandigarh in Oct 2021 .

6. Problem Encountered and Resources required- Parents usually do not support their wards in sports and games activities as they do not consider it to be a secure career of their ward. There is a need to create awareness among parent about this option as a good career. End Semester examinations clash with tournament timings is a universal problem faced by all university and college students of India. Attendance percentage required for universities are hardly fulfilled by sportsperson.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

United Nations Sustainable Development Goals UNSDGs 2030: Adoption and Promotion

"Gently, you can shake the world," quoted Mahatma Gandhi.

Academic institutions themselves are the ones that can encourage students to follow the quote mentioned above. The students' future lies ahead of them, and their minds are youthful, active, and curious. Change on a bigger scale can only occur via our students if they are to live in a better world along with future generations.

An area that is distinctive to the priority of Subodh is developing educational practices to empower the students, cultivate intellectual and critical judgment, and foster ethical and social responsibility. Our focus is preparing an educated workforce and an informed citizenry, the fundamental premise for nation-building. The vision and mission of the college emanate from the farsightedness of the visionary founders. The vision is realized by cultivating knowledge, skills, values, and confidence in the students to grow, thrive, and prosper, instigating the spirit of leadership, integrity, and a deep sense of social justice in the minds of students by encouraging and promoting students to participate in various extracurricular and sports activities.

In 2019, the University Grants Commission (UGC) announced a new policy framework, Fostering Social Responsibility and Community Engagement in Higher Education Institutions in India. The new guidelines recommend that the goals of fostering social responsibility and community engagement in HEIs can comprise improving the quality of teaching/learning, bridging the gap between theory and practice through community engagement, promoting deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems, facilitating partnerships between local communities and institutions of higher education so that students and teachers can learn from local knowledge and wisdom, engaging higher institutions with local communities to make curriculum, courses, and pedagogies more appropriate to achieving the goals of national development, catalyzing acquisition of values of public service to integrate interactions with local society in the learning process. Additionally, these guidelines propose that new courses relevant to changing societal contexts should be offered as options to all students.

UGC promotes the incorporation of the Sustainable Development Goals into post-secondary teaching, research, operations, and partnerships.

The competitiveness of the college in achieving progress has been by maintaining a balance between

inclusive social development and sustainability. Our college is proactive in ensuring that the SDGs are implemented. As a living laboratory of transformation and innovation, academic engagement, leadership, commitment, partnerships, and exemplar models, Subodh plays a crucial role in empowering the next generations, advancing SDGs' progress, and fostering a resilient and equitable future.

Some of the main ways Subodh contributes to the implementation of SDGs are through teaching and learning, research, institutional operations, and governance and leadership. The college holds the position of a neutral and trusted stakeholder in society.

The Distinctiveness of Subodh is that we have always been a part of a transformative agenda, right from the time of the adoption of autonomy to navigate **the future with sustainable solutions.**

Sustainable Development Goals (SDGs) are like a roadmap for addressing various aspects and creating a sustainable future. In the context of India, we are a nation with an increasing population and diverse socio-economic landscapes; achieving these goals is not just a mission for us but a necessity. Subodh is contributing to this ambitious initiative to address critical challenges, ranging from poverty and inequality to environmental sustainability. We follow a comprehensive framework to achieve a better, more sustainable future.

We are creating an impact through certification, community building, and the generation of synergies. We have incorporated sustainability thinking into our course content

to empower students, faculty, and staff to become agents of positive change by promoting sustainable practices, driving awareness, conducting research, organizing events, and taking actions that align with the Global Goals. Activities include workshops, seminars, lectures, panel discussions, and campaigns to raise awareness, projects, and stakeholder collaboration.

The college is doing advocacy of the SDG's by promoting the actions in the following five areas by the Sustainable Development Goals:

(1) For the people: End all forms of hunger and poverty and ensure people reach their full potential in a healthy, dignified, and egalitarian environment. Goals 1 (no poverty), 3 (good health and well-being), 4 (quality education), 6 (clean water and sanitation), 11 (sustainable cities and communities), and 12 (responsible consumption and production).

(2) For the planet: Protection against deterioration is necessary to meet the needs of both the current and future generations. This can be achieved through sustainable production and consumption, sustainable management of natural resources, and swift action on climate change. Goals 12(doing more with less) 13(integrating climate change measures, disaster risk measures, and sustainable natural resource management) 15 (protecting, restoring, and promoting sustainable use of terrestrial ecosystems)

(3) For prosperity: Ensuring that all human beings enjoy fulfilling lives and that economic, social, and technological progress takes place

in harmony with nature.

(4) For peace: Fostering peaceful and inclusive societies free from violence.Goal16(ending abuse, exploitation, trafficking, corruption and bribery)

(5) For partnerships: Mobilizing the means required to implement the goals

with the help of revitalized global alliances. Goal 17 (strengthen the means of implementation and revitalize the global partnership for sustainable development).

Our contribution to the above cause has been in the academic milieu, the five villages we adopted, and our active involvement in Unnat Bharat Abhiyan. We are also the signatories of the UN climate letter and have signed up to be a part of the green credit program.

Subodh has its unique and distinctive quality, and at the same time, our unique and unusual features blend with the society, leaving its footsteps.

The institution's vision and mission parallel the distinctive features of addressing the needs of society and the students it seeks to serve. We believe that every man and woman is born into the world to do something unique and distinctive; if they do not, it will never be done. The distinctive characteristics support this: in terms of the mission of the college, being highly visionary and futuristic, providing an affluent environment and affordable education to the students of all sections of society, systematically designed and developed curriculum to meet the current needs of the students as well as society, imparting knowledge, skills, values, and confidence among students irrespective of their disciplines, fostering intellectual and imaginative minds and create global competence in the students.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Peer Team of the 3rd cycle has made specific recommendations for quality enhancement, and based on those recommendations, the institution has taken the following actions and initiatives.

NAAC 3rd Cycle Recommendations	ACTION TAKEN and OUTCOMES
New UG and PG Programmes may be launched	15 new UG and PG Programmes are introduced after the last NAAC Peer team visit.
Career-oriented programs may be introduced, like vermicomposting, food and nutrition, mushroom cultivation, hospitality management, etc.	83 Value-added Courses are introduced
B.P.Ed and M.P.Ed courses may be introduced.	These courses are required recognition from NCTE. So, we have applied for ITEP programmes. When these courses starts thereafter B.P.Ed., M.P.Ed. Courses can be started.
Attempts to be made for opening more research centres	Currently there are 12 Research Centres in the college and 4 Research Centres are awaiting approval from UOR.
More Teachers may be encouraged to pursue research projects	Faculty members have completed more than 16 projects and also secured grant from DBT Star College Status by Department of Biotechnology, DST-FIST and other external agencies.
More Teachers should be encouraged for Ph.D.	Faculty having Ph.D. degree increased from 66.67% to 76.69%
Institution may take initiative to construct hostel for boys and quarters for staff members	Institution has constructed separate hostel for boys of 100 students' capacity. Additionally, the institution has collaborated guest house near to college for temporary arrangement for staff members.
More Conferences / Seminars / Workshops may be organized	More than 50 Conferences/ Seminars/ Workshops conducted after last NAAC Peer team visit.
Virtual class rooms may be installed	The institution installed 10 smart classes for conduction of virtual classes.
Steps may be taken for having National / International collaborations	The institute has signed 96 national/international MoUs after last NAAC Peer team visit.
Management of college should giving more space to college	Management of college allocated 900 sq. meter space for ITEP programmes for education courses and for skill courses.
Students be given practical lessons on Yoga and Bipaasna	The institution has introduced M.A. Yoga, P.G. Diploma in Yoga and a value-added course in Yoga and Bipaasna and Yoga: Philosophy and Practice.

Concluding Remarks :

Over the past seven decades, S.S. Jain Subodh P.G. College, Jaipur, has dedicated itself to nurturing generations through quality education and values-based formation. Pursuing fourth-cycle NAAC Accreditation has been a quality journey, bringing the institution closer to realizing its vision and mission.

The college was accredited by NAAC with 'A' grade and 89.10 score in the first cycle in 2004. Subsequently, it was reaccredited in two cycles, earning ratings of 'A' (CGPA of 3.72) and 'A++' (CGPA of 3.82) in 2017.

College was awarded under DST- FIST: Level –0 scheme, thrice by Department of Science & Technology, New Delhi for up gradation of Research and Development in Science departments, DBT Star College Status by Department of Biotechnology, Govt. of India, New Delhi, "College of Excellence" status by UGC in 2014, "College with Potential for Excellence" status twice by UGC, "Model College" by the Government of Rajasthan, NIRF ranked college for last five consecutive years (2019 to 2023). 81st ranked in NIRF Ranking in the year 2021.

NEP-2020 & Choice-Based-Credit-System implemented, Outcome Based Education, 83 Skills- focused and Employability based Value-added Courses, 18 UG, 28 PG and 12 Ph. D. Programmes, 60 Certificate Courses, 3 Diploma Courses, 11 PG Diploma Courses and 14 Generic elective courses offered, 96 functional MoUs.

 Subodh has a robust research culture with 12 research centers, 76 students pursuing research facilities leading to a Ph.D., 26 Research Supervisors, 623 Research Publications in indexed journals, 373 Books/chapters, various national/International awards, 16 research Projects, and 44 Patents.

Such recognition has made our college set new benchmarks for academic excellence and institutional quality. As we step into the NAAC assessment for its fourth cycle, it believes that this is an opportunity to present its uniqueness to be evaluated.

In conclusion, the Self Study Report (SSR) submitted by S.S. Jain Subodh P.G. College, Jaipur, for NAAC Accreditation underscores our unwavering commitment to excellence in higher education. We sincerely thank the NAAC for its rigorous evaluation process and reaffirm our commitment to continuous improvement and excellence in all facets of our academic endeavors.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 　1.2.1.1. **Number of new courses introduced during the last five years:** 　Answer before DVV Verification : 627 　Answer after DVV Verification: 551 　1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** 　Answer before DVV Verification : 1590 　Answer after DVV Verification: 1419 　Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.** 　Answer before DVV Verification : 　Answer After DVV Verification :74 　Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years** 　2.1.2.1. **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years** 　Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19 | 　|---|---|---|---|---| 　| 2078 | 1857 | 1745 | 1852 | 1706 | 　Answer After DVV Verification : 　| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 　|---|---|---|---|---| 　| 1209 | 1099 | 1041 | 1044 | 1020 | 　2.1.2.2. **Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years** 　Answer before DVV Verification: 　| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |

2185	1955	1955	1969	1955

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1425	1271	1271	1280	1271

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.2 | **Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

2.4.2.1. **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**
Answer before DVV Verification : 200
Answer after DVV Verification: 195

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.3 | **Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**
Answer before DVV Verification : 2304
Answer after DVV Verification: 2319

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.4 | **Percentage of full time teachers working in the institution throughout during the last five years**

2.4.4.1. **Number of full time teachers worked in the institution throughout during the last five years:**
Answer before DVV Verification : 209
Answer after DVV Verification: 218

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

2.5.1.1. *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*
Answer before DVV Verification:

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

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| 19 | 18 | 20 | 19 | 16 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	17	21	20	16

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.1.2	**The institution provides seed money to its teachers for research** 3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
6.0	11.4	15.006	11.449	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
00	7.5	10.25	10.75	00	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.4.2	**Number of candidates registered for Ph.D per teacher during the last five years** 3.4.2.1. **Number of candidates registered for Ph.D during the last 5 years:** Answer before DVV Verification : 76 Answer after DVV Verification: 69 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 623 Answer after DVV Verification: 307 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years**
	3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 373 Answer after DVV Verification: 279 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>78</td><td>36</td><td>37</td><td>32</td><td>9</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>73</td><td>37</td><td>31</td><td>31</td><td>6</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.7.1	**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years** Answer before DVV Verification : Answer After DVV Verification :50 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.3.2	**Student - Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students' usage during the latest completed academic year:** Answer before DVV Verification : 680 Answer after DVV Verification: 630 Remark : As per the revised data and clarification received from HEI, based on that DVV input is

	recommended.
5.1.1	**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years** 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
4536	9186	9185	4270	3598 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
4583	9186	9185	4430	3748	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and progressed to higher education during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
836	798	544	527	409 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
912	758	592	513	386	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67	35	1	24	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	28	1	20	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>255</td><td>251</td><td>239</td><td>233</td><td>228</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>255</td><td>251</td><td>239</td><td>233</td><td>229</td></tr></table>