



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

INSTITUTE FOR EXCELLENCE IN HIGHER EDUCATION BHOPAL M.P.

INSTITUTE FOR EXCELLENCE IN HIGHER EDUCATION, KALIASOT DAM,
WALMI HILLS, KOLAR ROAD CORRESPONDENCE ADDRESS - POST BAG
NUMBER - 588, POST OFFICE - RAVISHANKAR NAGAR, BHOPAL (MP) PIN

462016

462016

<https://www.iehe.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

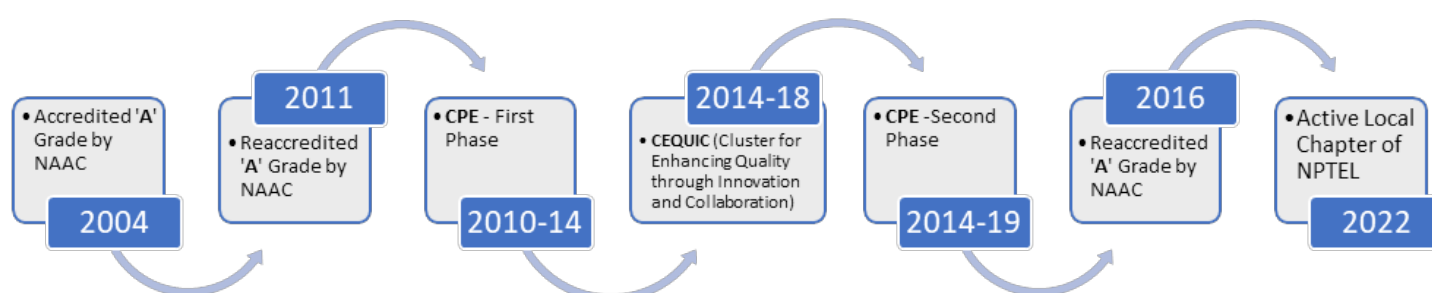
1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institute for Excellence in Higher Education (IEHE) Bhopal
alias
 उच्च शिक्षा उत्कृष्टता संस्थान, भोपाल

Institute for Excellence in Higher Education (IEHE) with its rich heritage spanning over 27 years, has a special place in the academic landscape of Madhya Pradesh. Since its inception in 1995, the Institute has maintained its culture of academic excellence on a strong moral and ethical foundation. The Institute is autonomous and is managed by 'The Institute for Excellence in Higher Education Society', Bhopal, registered under the 'Society Registration Act 1973' and has been recognized by the UGC in July 2002 under 2(f) & 12(B), of the UGC Act 1956. IEHE has been granted autonomy by the Barkatullah University, Bhopal since January 2007, under the provision of section 6(16) of the Madhya Pradesh Vishwavidyalaya Adhiniyam, 1973.

The exemplary progress and growth were crowned with the fortuitous accreditation of NAAC and other significant milestones achieved as illustrated below:



Presently (2022-2023) the Institute offers an array of 40 Honours/Major Courses in Arts, Commerce, Management, Science and Physical Education faculties besides 14 Post-Graduate Courses and 32 Short-term Vocational Courses which maintain a perfect synergy between conventional and contemporarily relevant realms of knowledge. The duration of each UG programme is of 6/8 semesters and the PG programme is of 4 semesters. The state of MP has the rare distinction of being the first state to implement the National Education Policy-2020 in toto from the session 2021-22. The Institute, has emerged as a pioneer in implementing this policy in its true spirit, by declaring examination results, ahead of other institutions of the state.

The Institute has made tremendous overall growth after the third cycle of re-accreditation with new construction of impressive administrative block, new academic block having G+3 with lift facility, functional language lab, addition of solar panel, etc. An ideal teacher-student ratio, robust track record of placements, high

percentage of students' progression for higher studies and an effective as well as transparent Continuous Comprehensive Evaluation (CCE) system with its regular round of seminars, presentations, group discussions etc., along with pedagogical innovations in external evaluation and visionary leadership makes the Institute 'Excellence in Action'.

Vision

"To accelerate quality and excellence in Higher Education at the global level."

Mission

- The Institute aims to serve as a hub for excellence in Higher Education, enabling students to compete with the outer world.
- It focuses on strengthening academic knowledge through innovative, interactive and interdisciplinary approaches in learning and augmenting research, soft skills and hands-on experience for employability across the globe.
- It intends to strive for holistic development of students by imbibing cultural, ethical and social values.
- It also emphasizes on analytical activities by seminal strategies with emerging technologies and the latest infrastructure to create accessibility and equity for aspiring learners from demographically diverse backgrounds.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institute has a well-organized management structure as visible from the Organogram. Policies are laid down by the General Council headed by the Hon'ble Minister of Higher Education, and the Executive committee headed by the Additional Chief Secretary/Principal Secretary, Government of M.P., Department of Higher Education.
- The Institute is blessed with 28.97 acres of land out of which only 6 acres have been utilized for construction, thereby leaving ample space for new development.
- NPTEL local chapter, provides a platform for students and faculty to update their knowledge by having access to the lectures delivered by the faculty members of IITs/IISc/other institutes of repute.
- Regular test of General Knowledge/Current Affairs is a unique feature of the Institute which helps students in their preparation for competitive exams.
- Tremendous growth of the Examination Cell of the Institute is envisaging an innovative approach towards further progress and expansion with a transparent and trustworthy mechanism in place.
- Vocational courses and training allow students to gain practical experience in their chosen career path before they graduate. Such value-added courses and trainings aim at enhancing the employability skills

of students along with their regular degree courses.

- Holistic development of students is augmented through outcome-based curricula, student-centric teaching-learning methodology, the inclusion of stakeholders with myriad choices, hybrid modes of learning, with a multi-disciplinary and cognitive approach.
- Ideal student-teacher ratio (less than 25 students per teacher) helps in evaluating, a student's learning progress. Rapport with the mentor promotes real-time adjustments, with focus on the mentee's strength and challenges.
- 07 Research centers at the Institute enhances research opportunities, academic excellence, real-world problem-solving abilities, and creation & dissemination of knowledge.
- A robust IT cell, as lifeline of the Institute, shoulders the responsibility of implementing essential IT services in admission, enrolment, uploading/display of attendance, marks of CCE, assignments, besides providing safe access to staff, students and their parents.
- The successful and early implementation of NEP-2020 under Ordinance 14 (A) has provided a plethora of opportunities for students.
- Ever increasing strength, high enrolment ratio of SC/ST/OBC and dominant female students/staff presence has strengthened the socio-economic fabric of society.

Institutional Weakness

- Less enrolment of students from the other states / foreign nationals
- Lack of international collaborations
- No provision for paid consultancy
- Absence of auditorium for large gatherings
- Lack of inhouse dispensary and staff quarters

Institutional Opportunity

- SMART (Specific, Measurable, Achievable, Relevant, Time-bound) calendar of Alumni activities can be developed and planned to ensure their more active presence and also promote the endowment culture among Alumni for institutional development.
- Incubation Centre to open a demographic window of opportunity for young innovators and entrepreneurs among students, offering them a pool of mentors, capital investors and legal advisors for the constructive development & channelization of their ideas and products to eventually contribute significantly towards the concept of 'Aatm Nirbhar Bharat' and 'Aatm Nirbhar Madhya Pradesh'.
- Optimization of student-industry interface through existing 32 different certificate courses and 26 MOUs with various prestigious institutes/organizations.
- Financial assistance to research scholars for the acceleration of research activities & promotion of a culture of innovation.
- Institutional YouTube channel for dissemination of audio-video lectures of learned faculty.
- Encourage students to undertake more MOOCs (NPTEL/SWAYAM) courses for widening and enriching their knowledge.
- Continue to function as a model of excellence for other HEIs of the state through cutting edge technology & curriculum, as testified by the decision of the Department of Higher Education, Government of MP to open 08 more similar 'Institutes for Excellence'.

Institutional Challenge

- No permanent teaching staff for subjects such as Computer science, Biotechnology, Forensic science.
- Creating an ecosystem that boosts a culture of collaboration with industries.
- *Addressing the challenge of balancing the enrolment rate with institutional capacity, posed by the proliferating demand ratio.*
- More additions to the existing repertoire of vocational courses.
- Upgradation of research centers to give greater impetus to research and development as envisioned in the objectives of the Institute.
- The challenge of bilingual teaching of students from diverse socio-linguistic background seeking instruction in different mediums.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Making optimal use of autonomy, IEHE introduces new courses and revises the existing ones with the due approval from the Boards of Studies (BOS), Academic Council, and Governing Body respectively. The departmental Board of Studies examines and reviews the syllabi in the light of the needs of the students and the demands of the industry. The Institute offers both conventional core programs and contemporary employment-oriented and skill-based courses in the faculties of Commerce/Humanity/Science with the inclusion of Management & Physical-Education in the session 2022-2023.

A wide range of electives and skill-development courses in old-pattern of UG (honours) as well as UG (Major) under NEP-2020 are being offered in the Institute. Currently, there are 40 UG programs, 14 PG programs, and 32 Vocational courses. Foundation Course is a compulsory paper in UG Honours (Old Pattern) with components of Hindi/English languages, Environmental Studies, Computer Awareness, Science & Technology, Indian Culture, Entrepreneurship and Indian Constitution. In UG (Major) under NEP-2020, 'Ability Enhancement Compulsory Course (AECC)' includes Hindi/English languages, Environmental Studies and Digital Awareness.

Institute provides several value-added courses for imparting transferable life-skills which help in the overall development of students. Under the new National Education Policy, students have the flexibility to choose from a wide range of subjects, thereby, promoting a multidisciplinary approach.

Curriculum integrates outcome-based learning, aligned with the local, regional, national and global needs of high-quality education. The thrust areas in the curriculum are cross-cutting issues, such as professional ethics, gender sensitization, human values, environment and sustainability.

The institution has a strong feedback mechanism for reviewing and improving the syllabi. The feedback from the stakeholders is collected, analysed, and an action-taken report, promptly displayed on the website. The changes and additions to the curriculum are incorporated in compliance and conformity to the feedback and suggestions from stakeholders - students, faculty members, alumni, professionals and industry representatives. The flow and exchange of knowledge among the stakeholders is sustained through BOS, Placement-Cell, Vocational-Cell, Tutor-Guardian scheme, and various extension activities.

Salient features of Curricular aspects:

Course programmes witnessed 44.44% revisions during the last 5 years.

Programmes offered under CBCS and Elective in Honours/Major subjects.

Approximately 80% courses are focused on cross-cutting issues.

1540 value added courses were imparted through Vocational-Cell and local-chapter of NPTEL

More than 90% students have undertaken internships/student projects during the last academic year 2021-22.

Institute focuses on the alignment of curricula as per current requirements and updates them on annual basis.

Teaching-learning and Evaluation

The Institute's online admission process & policy ensures transparency, inclusivity, and equity. Seats are reserved for SC/ST/OBC students according to the government norms. The student-teacher ratio is 24:1 in the current session.

The session starts with induction programme for new entrants. The Institute has a pool of well-qualified faculty members with an average of 18 years of teaching experience, having vast research involvement.

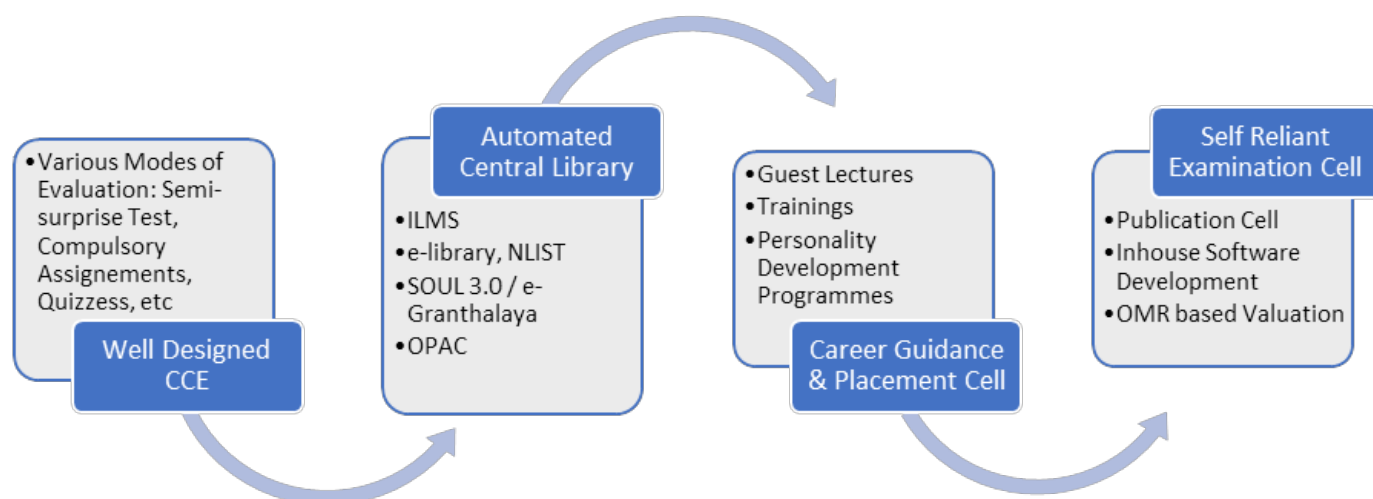
Academic Calendar duly approved by the Academic Council of the Institute is published in the prospectus and also displayed on the Institute's portal. The master Time-Table enables the faculty to prepare a teaching plan for every assigned class. The syllabi, learning outcomes of all the programmes, and the evaluation procedure is displayed on the portal.

The teaching-learning process of the Institute is a blend of traditional and technology based teaching. Regular teaching is supplemented with assignments, presentations, role plays, guest lectures, workshops, seminars, webinars, field visits, laboratory work, etc.

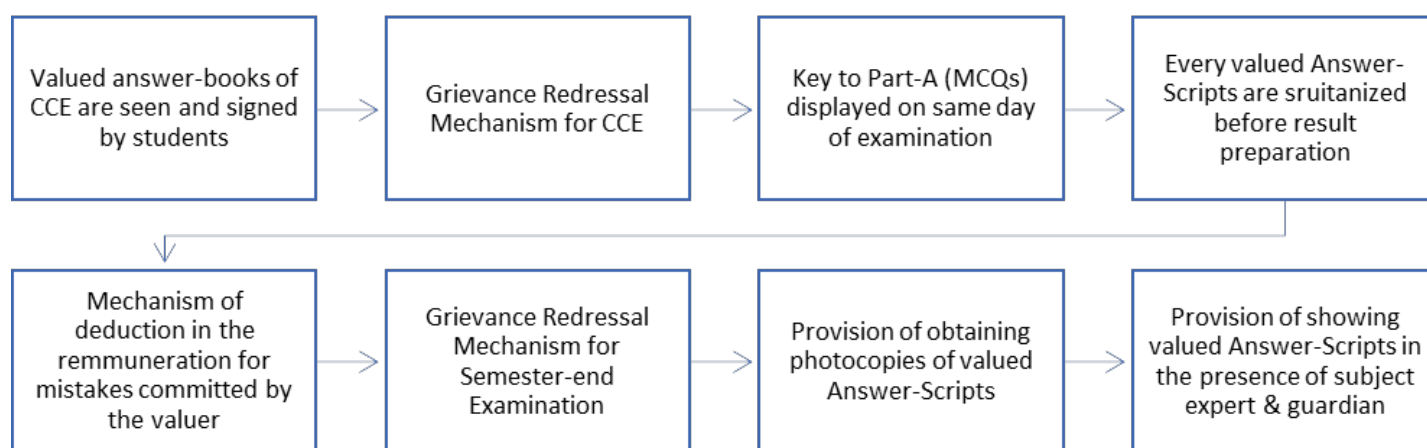
Wi-Fi routers on campus facilitates teachers to conduct classes via digital platform. The departments are equipped with computers, internet connections, and multimedia projectors for effective teaching. Central Computer-Lab, Language-Lab and Research Centres enhance the learning environment of the Institute.

During pandemic, the teaching-learning and evaluation was conducted through MicroSoft Teams and Institute's portal. Teachers identify advanced/slow learners and supports/facilitates them through appropriate measures. The Institute is continuously reengineering its academic process to make it more student-centric. All the students are mentored through an effective tutor-guardian scheme.

Teaching-Learning is supported through the following measures:



The Examination-Cell provides many different student-supportive online services through IEHE-portal. To ensure transparent system of evaluation, the following course of action is adopted:



A separate CCE monitoring cell also exists to support the effectiveness of CCE.

The IQAC conducts quality audit of all the departments through departmental evaluation at the end of session to improve and sustain the academic quality.

Research, Innovations and Extension

The Institute is one of the premier institutes of Madhya Pradesh in teaching-learning as well as Extension Activities. The Institute provides all necessary infrastructural facilities and a conducive environment to cultivate, promote and strengthen research abilities in the campus. Some of the Research initiatives are as

follows:

- The Institute has a Research-Development-Cell and a Research-Ethics-Cell, chaired by the Director, which monitor all the research activities.
- Well defined 'Research-Policy' and 'Code of Conduct' for research-oriented events serve as a guideline for research activities.
- An IPR policy has been formulated to spread awareness about the need and significance of IPR and further promote the practice amongst the stakeholders.
- More than 50% PG departments have recognized Research-Centres.
- 163 research-scholars under 29 experienced research supervisors are pursuing their research.
- 417 research papers and 150 Books/chapters of the faculty members have been published in reputed journals in the last five years.
- The Institute published its own in-house ISSN-journal 'Yuyuts' during 2015-2018. Apart from this, Department of Mathematics publishes an annual International online-research journal INSPIRE. Recently, first edition of 'IEHE-THE QUEST' a multidisciplinary bi-annual online-research journal has been published.
- The Institute has Wi-Fi, Ethernet, plagiarism check software, INFLIBNET and other facilities for researchers. A provision has been made recently to provide monetary help to the selected research scholars.
- The Institute has a separate 'Central Research Lab' which comprises of advance instruments like 'Atomic Absorption Spectrophotometer'.
- The Institute has an air-conditioned Wi-Fi enabled conference-hall, equipped with multimedia projector and public-address system for smooth conduction of research activities.
- Research publication details of students, scholars and faculty can be obtained from a separate tab 'Research' on the home page of the Institute's portal.
- The Institute exchanges the research expertise with other institutions of repute by signing MoUs. The Institute also organizes seminars, workshops and conferences regularly.
- Paper on Research Methodology is being taught by seven departments.
- The Vocational-Cell, Placement-Cell and recently added Incubation-Center (UDGAM) through various activities promote innovation among different stakeholders.
- The Institute has organised 248 extension activities through various awareness programs, workshops, rallies and road shows on following themes:



Infrastructure and Learning Resources

The campus area of the Institute is about **28.97** acres with 16.9% built-up area. Infrastructural facilities are as follows:

Physical Facilities

- 54 classrooms (42 Seating capacities each), 4 spacious classrooms (80 Seating capacities each), 8 classrooms (20 seating capacities each), laboratories (25), multipurpose-halls (03), an e-content

development room, a placement-cell, an incubation-center (Udgam), an ICT-Cell, research-centers (07), a separate block for vocational-courses with 3 classrooms for tutorials, library building, sports complex,

- Separate hostel for boys (84 inmates) and girls (107 inmates).
- Wi-Fi-enabled campus, facilitates the use of laptops, computers, notebooks, i-pad, and smartphones as learning tools in all the rooms.
- Independent ICT-Cell that maintains a Central Computer Lab, Institute Portal & other online services/activities: class-tests, surveys/quizzes; viewing/downloading upcoming events, syllabi, time-tables, old question papers, study material, etc.
- Indoor sports complex (991.97 sq.m.), two open gymnasiums and a newly constructed administrative block suited to diverse needs.
- Well-equipped Examination block with high-tech instruments, having separate compartments, and windows for student interactions and queries, maintains confidentiality of the cell.
- Language Lab is functional from the session 2015-16 in the department of English.
- Space Science Laboratory exists in the department of Physics under the aegis of Vikram Sara Bhai Research Center Thirivananthapuram.
- An open stage with 1,000 seating capacity in Commerce Academic Block.

Learning Resources include -

- Wi-Fi and LAN enabled Central-Library (1100 sq.m.) well-stocked with a collection of 32196 volumes on various subjects.
- The Institute offers remote access to various library facilities; it operates from a dedicated library space, that is well-equipped with up-to-date computers and ICT infrastructure.
- Books are barcoded, OPAC services available, access to e-resources of N-List and INFLIBNET.
- Reprographic service & Internet Zone with 12 systems.
- An access control e-attendance system (e-SSL Time Track Lite) placed at library entrance to track attendance of members.
- Various departments have their respective departmental library.
- Regular book exhibition organized by library of reputed publishers and distributors

The institute has well-defined procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms, etc. In addition to this, World-Bank and RUSA provide funds for infrastructure development.

Student Support and Progression

The Institute makes continuous and conscious efforts to provide necessary assistance to students to acquire meaningful experiences for learning at the campus, and to facilitate their holistic development and progression. Career counseling, guidance for competitive exams, and, placement drives play a significant role in the overall development of the students. Some of the initiatives are as follows:

- Financial assistance to underprivileged students through Government and Non-government scholarships such as Central Sector Scholarships, MMVY, MMJKY, Merit Award, Merit cum Means, Minority, Inspire, etc. thereby empowering learners to optimize their potential.
- Effective grievance redressal mechanism is active and no cases of ragging is reported during the last five years.
- Wide spectrum of sports and cultural activities during the Annual-Sports/Youth Festival/Departmental-

ests/Annual-fest 'TARANG' develop event management skills in the students.

- Various academic and non-academic committees and clubs have been formed with student representatives to provide leadership platforms in cultural, social, and academic realms.
 - The faculty members have consistently promoted the students for their career advancement by organizing interactive sessions, invited lectures, and mock interviews to help students qualify for the various competitive exams.
 - Career counseling and guidance cell conducts guidance sessions for competitive exams, capacity development such as soft-skills, life-skills, awareness of technology, campus placements, etc.
 - Extension and outreach activities of NCC/NSS unit, Rotaract Club, Red Ribbon Club, etc. sensitizes students towards social responsibility.
 - Registered and active Alumni-Association body with members from all disciplines, regularly conducts workshops, career progression sessions for current students, and philanthropic activities.
 - During the last five years, student progression to Higher-Education as well as placements in various renowned companies and government organizations have been remarkable as depicted below -
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Governance, Leadership and Management

- The governance of the institution is reflective of collective leadership which is in tune with the vision and mission of the Institute. The Institute is autonomous and is managed by 'The Institute for Excellence in Higher Education Society', Bhopal, registered under the 'Society Registration Act 1973'.
- The Establishment Memorandum (Pratishthan Gyapan) clearly defines the objectives of establishing this Institute and the constitution of various councils i.e., the General Council, Executive Committee, Academic Council, Board of Studies, and the Finance Committee.
- The Director, **Dr Pragyesh Kumar Agarwal**, nominated member of the General Council of NAAC (F.No. 7-4/GCNOM.VOL-II/2022 dt. 07th March 2022) is the Administrative and Academic Head of the Institute, followed by the Administrative Officer, Head of the Departments, and convenor of Committees/Cells/Clubs.
- IQAC has contributed significantly to institutionalizing quality assurance strategies and processes. IQAC has organized trainings and initiated the infrastructure drives for smart-teaching and capacity-building programs for teachers.
- During a span of 5 years post 3rd cycle of NAAC accreditation the institute has moved from conventional methods of teaching to blended teaching/learning methodologies, from teacher-centric to learner-centric mode, the introduction of e-governance in areas of administration, finance & accounts, admission, and student support services.
- Faculty members are using ICT tools for teaching-learning & evaluation. The Institute has further integrated e-services in examination and library, through the support of the ICT cell.
- The Institute has effective welfare measures and avenues for career development for the faculty and non-teaching staff.

- Professional development is ensured through periodic training, workshops & seminars which are organized regularly.
- Internal and external audits are being done as per the M.P. government rules. The Institute has set procedures for the mobilization of funds and optimal utilization of resources and all the guidelines issued by the Department of Higher Education as well as the state government are strictly followed.
- Strategic planning of the Institute includes the process of setting goals, deciding on actions, analysis of current obstacles and future opportunities, and envisaging the direction towards which the Institute should move to achieve its vision, mission and objectives.

Institutional Values and Best Practices

The Institute is a custodian of gender equitable norms, social responsibilities, green practices:

Gender Equity measures:

- Well-defined Gender Sensitization policy followed by an action plan.
- Gender equality prevails in the admission policy of IEHE.
- Topics of gender sensitization in the curriculum to be emphasized.
- Women Cell to monitor, prevent & redress sexual harassment incidents, if any.
- Constitution of Lalima Yojana Committee for spreading awareness relating to health issues among girl students.
- Secured girls & boys hostels with all the necessary facilities.
- Regular visits of the lady doctor in the girls' hostel.
- CCTV surveillance in the campus for security.
- Self-defense & yoga training for girl students.
- Zero tolerance policy towards ragging or any kind of harassment.

Social Responsibilities:

- Celebration of national festivals and observance of special days to instill in students and staff, the spirit of patriotism and sensitize them towards their constitutional obligations.
- Extension activities were undertaken by the NSS/NCC unit and student clubs of the Institute.
- Facilities provided for differently abled like wheelchairs, ramps, and divyang-friendly washrooms.
- Orientation program on Code of Conduct for newly admitted students, to educate them about the efficacy of upholding and maintaining the essence of social justice.
- To promote and maintain academic activities in the Institute as per the Code of Conduct policy. The policy mandates the Director, Teaching, and Non-Teaching Staff to abide by the rules mentioned therein.
- Staff-Council Meetings, Departmental Meetings, Faculty - Student interactions, Notice Boards, and other forums disseminate information among all the stakeholders.

Environmental Ethics:

- Energy Conservation through alternative sources of energy and conservation measures like Solar

Energy, Wheeling to the grid, Sensor-based energy conservation, and the use of LED bulbs.

- Waste management with differently colored dustbins for dry and wet waste. The waste is either handed over to municipal corporations or dumped or burnt.
- Clean, green, and pollution-free campus initiatives are undertaken by the NSS unit.
- Landscaping work is continuously in progress in the institute.
- The Institute aims to regularly conduct a Green Audit to strengthen the goals of long-term sustainability.

Efficacious Organizational Setup is our distinctiveness and the two identified best-practices of the Institute are:

Innovative Evaluation Methods

Human Excellence Through Community Services

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE FOR EXCELLENCE IN HIGHER EDUCATION BHOPAL M.P.
Address	Institute for Excellence in Higher Education, Kaliasot Dam, WALMI Hills, Kolar Road Correspondence Address - Post Bag Number - 588, Post Office - Ravishankar Nagar, Bhopal (MP) PIN 462016
City	Bhopal
State	Madhya Pradesh
Pin	462016
Website	https://www.iehe.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Pragyesh Kumar Agrawal	0755-2492433	9926320428	-	iehebhopal@mp.gov.in
IQAC / CIQA coordinator	Anuj Hundet	0755-2571298	9425010635	-	hundetanuj@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details																			
Date of Establishment, Prior to the Grant of 'Autonomy'		07-06-1995																	
Date of grant of 'Autonomy' to the College by UGC		19-01-2007																	
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Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	Yes
If yes, date of recognition?	18-03-2010
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Institute for Excellence in Higher Education, Kaliasot Dam, WALMI Hills, Kolar Road Correspondence Address - Post Bag Number - 588, Post Office - Ravishankar Nagar, Bhopal (MP) PIN 462016	Urban	28.97	18868.78

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,Biotechnology	48	Higher Secondary	English + Hindi	80	80
UG	BSc,Biotechnology	36	Higher Secondary	English + Hindi	40	35
UG	BCom,Commerce	36	Higher Secondary	English + Hindi	240	185
UG	BCom,Commerce	36	Higher Secondary	English + Hindi	240	196
UG	BCom,Commerce	48	Higher Secondary	English + Hindi	840	720
UG	BA,Economics	36	Higher Secondary	English + Hindi	80	79
UG	BA,Economics	48	Higher Secondary	English + Hindi	160	161
UG	BA,Political Science	36	Higher Secondary	English + Hindi	40	36
UG	BA,Political Science	48	Higher Secondary	English + Hindi	80	86
UG	BA,History	36	Higher Secondary	English + Hindi	40	38
UG	BA,History	48	Higher Secondary	English + Hindi	80	81
UG	BA,English	36	Higher Secondary	English + Hindi	40	34
UG	BA,English	48	Higher Secondary	English + Hindi	80	74
UG	BA,Hindi	48	Higher Secondary	English + Hindi	80	44
UG	BA,Hindi	36	Higher Secondary	English + Hindi	40	20
UG	BA,Sociology	36	Higher Secondary	English + Hindi	40	43

UG	BA,Sociology	48	Higher Secondary	English + Hindi	80	78
UG	BA,Psychology	36	Higher Secondary	English + Hindi	40	35
UG	BA,Psychology	48	Higher Secondary	English + Hindi	80	85
UG	BA,Fashion Design	36	Higher Secondary	English + Hindi	40	11
UG	BA,Fashion Design	48	Higher Secondary	English + Hindi	80	32
UG	BA,Geography	36	Higher Secondary	English + Hindi	40	25
UG	BSc,Geography	48	Higher Secondary	English + Hindi	80	53
UG	BSc,Geography	36	Higher Secondary	English + Hindi	40	18
UG	BA,Geography	48	Higher Secondary	English + Hindi	40	43
UG	BSc,Computer Science	36	Higher Secondary	English + Hindi	40	37
UG	BSc,Computer Science	48	Higher Secondary	English + Hindi	80	83
UG	BSc,Mathematics	36	Higher Secondary	English + Hindi	80	75
UG	BSc,Mathematics	48	Higher Secondary	English + Hindi	160	144
UG	BSc,Forensic Science	48	Higher Secondary	English + Hindi	80	77
UG	BSc,Forensic Science	36	Higher Secondary	English + Hindi	40	31
UG	BSc,Chemistry	36	Higher Secondary	English + Hindi	120	103
UG	BSc,Chemistry	48	Higher Secondary	English + Hindi	120	107
UG	BSc,Food Science And	36	Higher Secondary	English + Hindi	40	33

	Quality Control					
UG	BSc,Physics	36	Higher Secondary	English + Hindi	40	34
UG	BSc,Physics	48	Higher Secondary	English + Hindi	80	60
UG	BSc,Electronics	48	Higher Secondary	English + Hindi	80	44
UG	BSc,Electronics	36	Higher Secondary	English + Hindi	40	12
UG	BBA,Business Administration And Management	36	Higher Secondary	English + Hindi	80	79
UG	BPES,Physical Education And Sports	36	Higher Secondary	English + Hindi	40	14
PG	MSc,Biotechnology	24	Undergraduate	English + Hindi	40	23
PG	MCom,Commerce	24	Undergraduate	English + Hindi	40	37
PG	MA,Economics	24	Undergraduate	English + Hindi	40	34
PG	MA,Political Science	24	Undergraduate	English + Hindi	20	10
PG	MA,Political Science	24	Undergraduate	English + Hindi	40	27
PG	MA,History	24	Undergraduate	English + Hindi	40	23
PG	MA,English	24	Undergraduate	English + Hindi	40	35
PG	MA,Hindi	24	Undergraduate	English + Hindi	20	6
PG	MA,Sociology	24	Undergraduate	English + Hindi	20	9
PG	MA,Sociology	24	Undergraduate	English + Hindi	20	10

PG	MA,Psychology	24	Undergraduate	English + Hindi	20	17
PG	MSc,Mathematics	24	Undergraduate	English + Hindi	40	35
PG	MSc,Chemistry	24	Undergraduate	English + Hindi	40	38
PG	MSc,Physics	24	Undergraduate	English + Hindi	40	17
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	Post Graduate	English + Hindi	40	24
Doctoral (Ph.D)	PhD or DPhil,Economics	36	Post Graduate	English + Hindi	24	18
Doctoral (Ph.D)	PhD or DPhil,Political Science	36	Post Graduate	English + Hindi	24	23
Doctoral (Ph.D)	PhD or DPhil,English	36	Post Graduate	English + Hindi	30	29
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	Post Graduate	English + Hindi	32	28
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	Post Graduate	English + Hindi	24	10
Doctoral (Ph.D)	PhD or DPhil,Physics	36	Post Graduate	English + Hindi	36	18

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	46				10				6			
Recruited	27	19	0	46	3	7	0	10	0	6	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				82			
Recruited	0	0	0	0	0	0	0	0	21	61	0	82
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	6	3	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				105
Recruited	81	24	0	105
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	1	1	0	2
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
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	1	0	0	0	1	0	0	0	0	2
Ph.D.	26	18	0	3	4	0	6	39	0	96
M.Phil.	0	0	0	0	2	0	0	0	0	2
PG	0	0	0	0	0	0	14	29	0	43
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

Part Time 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

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	1295	49	0	0	1344
	Female	1855	43	0	0	1898
	Others	0	0	0	0	0
PG	Male	94	6	0	0	100
	Female	209	12	0	0	221
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	49	3	0	0	52
	Female	109	2	0	0	111
	Others	0	0	0	0	0
Diploma	Male	27	0	0	0	27
	Female	58	0	0	0	58
	Others	0	0	0	0	0
Certificate / Awareness	Male	80	0	0	0	80
	Female	81	0	0	0	81
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	227	255	274	282
	Female	241	263	304	311
	Others	0	0	0	0
ST	Male	98	93	85	92
	Female	103	94	100	89
	Others	0	0	0	0
OBC	Male	433	447	486	412
	Female	503	551	639	632
	Others	0	0	0	0
General	Male	515	536	537	473
	Female	973	1032	1050	962
	Others	0	0	0	0
Others	Male	0	0	44	93
	Female	0	0	40	104
	Others	0	0	0	0
Total		3093	3271	3559	3450

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	View Document
Business Administration And Management	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
Electronics	View Document
English	View Document
Fashion Design	View Document
Food Science And Quality Control	View Document
Forensic Science	View Document
Geography	View Document
Hindi	View Document
History	View Document
Mathematics	View Document
Physical Education And Sports	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Sociology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To provide ample opportunity to students for a wide range of knowledge, the Institute since its inception has been following an interdisciplinary approach with the concept of Honours degree with subsidiary as elective subject. Under NEP-2020 the Institute has the privilege to adopt Ordinance-14A of the Department of Higher Education, Government of MP, which permits the Institute to continue the semester system with the inclusion of multidisciplinary approach, with varied choices of
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	vocational/skill-enhancement-courses. Ordinance-14A permits the Institute to draft the syllabi on the basis of model syllabi issued by UGC under 'Learning Outcome Curriculum Framework (LOCF)'. Keeping in mind the broad spectrum of multidisciplinary and interdisciplinary knowledge required for the student's overall development, some additions have been incorporated in the syllabi. Clinical Nutrition & Dietetics as a major subject have been added in B.Sc. programme under NEP-2020. Under the provisions of Ordinance 14 A, learners have the flexibility of Multidisciplinary / interdisciplinary learning as - • He/she can interchange Major subject with Minor subject at the entry level of third semester, • He/she may opt for different Generic-Elective course at the entry level of third semester, • Additional 6 credits per year for first three years of UG programmes can be earned by opting Minor/Generic-Elective/Vocational courses.
2. Academic bank of credits (ABC):	Academic Bank of Credit (ABC) has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards are stored. The institute has already registered in the NAD and got access to the ABC portal through the support of the NAD authorities. As follow-up students are asked to create their ABC-ID and share the same with the Institute. A manual for students on how to create ABC-ID, and capture the ABC-ID, a link is provided on the Institute's portal through which students can login and provide their ABC-ID. This ABC-ID along with the student's details will be captured by the Examination-Cell and incorporated into the students' awards/results. When the student's award is uploaded, the digital awards and credits will be reflected in the student's Digi Locker and ABC login. Academic Bank of Credits will provide learners to open individual Academic Bank Accounts. It will give students multiple entry and exit options.
3. Skill development:	Before NEP-2020, the Institute along with the regular courses offered short-term courses through the Vocational-Cell and NPTEL which was a 'value addition' to the learner's profile. With the advent of NEP-2020 the Institute using its autonomy and the provisions of ordinance 14A, implemented 14 subject-

	specific ‘Skill-Enhancement-Courses (SECs)’ to help students enhance their learning capabilities. Under the ‘Ability Enhancement Compulsory Course (AECC)’, the Institute has drafted its curriculum for the courses like Environmental Studies, Prayojanmulak Hindi, Effective English, and Digital Awareness. The Institute has selected 08 Vocational Courses designed and developed by the Central Board of Studies of Higher Education MP. Such courses will create opportunities and scope for talent development of our students by offering them specific training and guidance.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At IEHE, the curriculum, and pedagogy from the foundation stage onwards were strongly rooted in Indian culture, tradition, customs, language, contemporary societal needs, and traditional ways of learning. Indian culture, languages of different eras, and the impact of language and customs on society were taught earlier also in Foundation Courses in Hindi/English and English-literature/Hindi-Literature, and now with the adoption of NEP 2020, the Institute has taken conscientious action to incorporate the Indian Knowledge System in all our courses. The medium of instruction in the Institute is English and Hindi, which helps students understand the concept in a better way. Students are also motivated to take up online courses. Clause 14 of Ordinance-14A proposes that 40% of total credit earned through courses on different online platforms can be considered as credit for evaluation. Regular seminars/workshops/debate competitions/essay writing etc. are being organized in the Institute. Traditional Day is the most awaited event of the Annual Fest in which students and faculty dress in traditional attires and participate in various programs.
5. Focus on Outcome based education (OBE):	Taking advantage of autonomy in syllabi framing, the Institute has included relevant content in the curriculum which increases students’ employability index. After consultation with the industries, the required skill additions have been made part of the syllabi. Learning by experimentation is the most effective way of gaining knowledge, and thus the students are provided with ample opportunities for projects, group projects, practicals, field visits, etc. Various modes of knowledge sharing by students, such as class teaching, seminars, presentation model creation, and so on, have continued to achieve

	outcome-based learning. While drafting the syllabi, the Institute precisely focuses on COs, PSOs, and POs. Bloom's taxonomy has been thoroughly addressed and identified in the curriculum. There is a proper mapping of COs with PSOs and then PSOs with POs to ensure the achievement of Outcome-Based Education (OBE). For internal evaluation of student performance, the teachers prepare question papers to examine the effectiveness of OBE of the students.
6. Distance education/online education:	In the modern era, virtual learning platforms are the preferred method of instruction. The Institute has successfully introduced distance and online learning during the pandemic. Students as well as teachers are now comfortable with the use of online learning and teaching. The Institute has developed a student corner on the IEHE-portal where study material created by the teachers is easily accessible to the student. The Institute has a licensed version of Microsoft Team with which teaching and learning evaluation became the success story of online learning and evaluation during the pandemic period. There is a well-developed and reliable application software that helps teachers to conduct online internal evaluations. Students get links to study content developed by the teachers on the IEHE-portal as well as the site of the Higher Education Department of MP. During pandemic vocational courses are delivered online. Discussions/Presentations/Resource sharing place between teachers and students are carried through online digital platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The Electoral Literacy Club (ELC) has been set up in the Institute to familiarize the students with the electoral process through interesting activities and educate them about their electoral rights and the electoral process, registration, and voting. Objectives of ELC: • The club focuses on creating awareness among students about the importance of voting. • ELC aim to improve the voters' number so that process of election and strengthening of democracy is emphasized. • The club aims to bring institutional knowledge to the students through interactive
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	sessions with ELC members and vista on a timely basis. • The club aims at creating election ambassadors and friends of ELC to create a more friendly approach towards election management.
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, Students' coordinators Palak Maurya and Priyal Panthi have been appointed by the Institute. The Institute has appointed three faculty members, Dr. Indu Pandey, Mr. Omkar Tiwari, and Ms Jyoti Kaur as members. The ELC is a functional body that conducts regular programs and campaigns to meet its target. The ELC is the representative organization of students from diverse backgrounds to make sure every voice and issue is properly heard and resolved.
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.	Yes, Many innovative initiatives were taken by the Electoral Literacy Club: • Encourage fellow students to register for voter IDs. • Institute helpline is created to help students identify and clarify issues they faced during registration. • Seminars emphasizing importance of student voting and ethical voting were also promoted. • The club organized awareness campaigns using Institute's resources and social media. • Student coordinators visited the classrooms and worked tirelessly to inform students about voting and internship opportunities. • A block-level office field visit was conducted to observe the voting process. • Class representatives were appointed, and the progress towards achieving the target was checked daily by the club members.
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.	Yes, • The ELC members undertook an internship with the Election Commission of India for 15 days where students learned about processes involved in election management. Internship with the Election Commission of India (ECI) allowed various students to understand thoroughly the electoral process. • Visits were organized to the BLO, the Collector's office, and ECI by the club members. • An awareness page on social sites like Instagram and Twitter is being run by the ELC of the Institute, where content is created and posted to reach out to people from all walks of life. Democratic and ethical values are being conveyed through the content on social media.
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	Yes, Students above 18 years who are yet to be enrolled are the major target of the Electoral Literacy Club. These are targeted via social media platforms, and also through the club members' visits to every

students as voters.

classroom to collect the names and contact numbers, to create a database of such prospective voters. The club members contacted these students personally to encourage them not only to enroll themselves but also to motivate their family members to exercise their right to vote. The Institute has been making constant and dedicated efforts to enlighten students about the value of their votes and is working hard to spread electoral literacy and register more and more students as voters.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
48	30	30	29	29
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 19

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3450	3559	3271	3093	2679
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1146	1219	950	893	867
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3450	3559	3271	3093	2679
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
20	0	27	26	19

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
481	426	431	430	395
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
144	144	144	144	137
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
144	144	144	144	137
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3428	3384	3891	4125	
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
705	705	685	705	620
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 73****4.4****Total number of computers in the campus for academic purpose****Response: 239**

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
680.10	991.10	365.13	724.18	1151.46

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Institute for Excellence in Higher Education (IEHE), Bhopal, a state-level academy is one of the front runners in the pursuit of excellence in Higher Education and global upliftment.

The curricula for various programs have been formulated in accordance with the guidelines of UGC-LOCF and are enhanced based on local, national, regional as well as global current market needs by obtaining feedback from students, teachers, alumni & employers. Thereby ensuring better industry connections and giving students skills and practical exposure. This is possible only because the galaxy of our faculties is associated with various BoS in a different capacity other than IEHE, such as Master-Facilitator, Chairmen & Members in Central-BoS, BoS of different Autonomous-Colleges/Universities. One of our faculty members Professor A.P. Khare was on the core-team for implementing NEP in the state of MP.

Faculty Members as Resource Persons:**Member, Steering Committee for Implementation of NEP****Chairperson, Central Boards of Studies for NEP****Member, Central Boards of Studies for NEP****Chairperson, Boards of Studies****Member, Boards of Studies****Convenor, State Level E-content Development****Member, Validation Boards for E-content Development****Resource Persons, E-content Development****Resource Persons, RCVP Noronha Academy of Administration, Bhopal****Resource Persons, Academic Staff College/HRDC****Resource Persons, Seminars/Conferences/FDPs/Workshops****Experts, Selection Committees****DoPT Recognised Trainer****Member, Search Committee for VCs**

Course-Outcomes(COs) which involve various levels of Bloom's Taxonomy are in accordance with Program-Specific-Outcomes(PSOs) & Program-Outcomes(POs). Exhaustive mappings of COs with PSOs and of PSOs with POs are duly ensured and uploaded on our portal. Apart from this in our syllabus relevant references, weblinks of study-materials and equivalent online-courses are also cited. The curricula are formulated in tune with the POs and PSOs and are modified at regular intervals by the BoS. The curricula are finally approved by the Academic-Council on regular basis.

The Institute offers programmes in the faculties of Commerce/Humanity/Management/Physical-Education/Science with a wide range of electives & skill-development courses in old-pattern of honours courses as well as under NEP-2020. The subsidiary subjects served as elective courses in old-pattern

honours programmes which are now implemented as Minor/Skill-Enhancement-Courses/Vocational-Courses under NEP for UG students. Learners have myriad choices to select subjects/courses from any discipline under new-pattern of NEP.

Laboratory work enables the students to understand practical applications of several theoretical concepts. English Language-Lab aims at enhancing written and verbal communication skills of students. Online usage of virtual-laboratory equips students with practical exposure during and beyond the regular timetable. Six-months Internship is mandatory for PG students in departments of Chemistry/Physics/Biotechnology. Internship of different tenure is also mandatory for UG students in departments of Commerce/Psychology/Food-Science/Fashion-Design.

Continuous-Comprehensive-Evaluation(CCE) modes (like Student-Projects/Seminars/ Presentations/Class-teaching/Poster-Presentation/Book-review/Field-assignments,etc) empower students to consolidate and apply their conceptual understanding of various subjects. Managerial skills are developed under departmental societies and clubs. Mandatory monthly GK-Test is one of the best practices of our curriculum and due weightage is given to the students in internal-evaluation.

The SWAYAM/NPTEL local chapter established in the Institute in September 2017 courses offered to the students increases learning ability and empower them to fulfil the ever evolving national as well as global needs. Currently the Institute is identified as “A” Grade Active-Local-Chapter.

To enhance the impact of syllabus through teaching-learning, Institute adopts extensive CCE practices since inception and now it is updated under the purview of UGC Evaluation-Guidelines (Nov-2019), which is in accordance with Ordinance-14A of NEP. Moreover, the Institute have also started ‘Academic-Bank-of-Credit(ABC)’ recently.

The success of curriculum design and development can be gauged by enhanced employability, increased placements and students securing admissions into prestigious higher-education institutions.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 60.42

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 48

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 29

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 36.93

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
173	161	159	156	149

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 28.61

1.2.1.1 How many new courses are introduced within the last five years

Response: 196

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 685

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**Response:** 83.331.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 40

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**Response:**

IEHE stands committed to values like compassion & commitment to the development of self and society. Students are moulded as responsible citizens by creating awareness and addressing societal and generic needs. The curriculum is enriched by the courses like Indian-Culture, Socio-Political Awareness in the Indian-Constitution, Entrepreneurship and Environmental-Studies throughout the entire tenure of UG-programme which helps students to analyse and understand different underlying cross-cutting-issues.

Gender-Sensitization

Issues related to Gender-Sensitization are incorporated into the curriculum through the syllabus of languages in the Foundation-Course which is covered through Stories, Poems and Dramas. In subjects like Political-Science, this is included in the headers like – Feminist View of State, etc. In History, this is incorporated in the topics such as - Social & Religious changes from the early to later Vedic-period, Status of Women in Medieval Indian society. In Psychology, we have the topics which help students to be sensitized i.e. – Psychological Statistics, Psychopathology.

Gender-sensitivity and gender-sensitization are accomplished through the amalgamation of theory and practical in various curricula.

Human-Values

Human Values are imbibed in the students as they undergo the Socio-Political Awareness in the curriculum of the Indian-Constitution as mandatory, one which covers all aspects of human-values in detail. The study of the Indian-Constitution and Commonwealth-Literature, keep the students constantly linked with human-values. Under this curriculum, the students actively participate in various events of national importance like Human Rights Day, Constitution Day, National Voters' Day, etc. which help them to understand the practical nuances of

human-values. Events organized under this curriculum include activities such as essay-writing, slogan-competition, debate-competition, oath-ceremony, etc.

Professional-Ethics

The significance of ethics is conveyed to the students through various means while teaching as the curriculum of various subjects, to mention a few topics which clearly depict the role of ethics are:

- Political-Science & Public-Administration – Hierarchy in Public & Private Administration
- Physics & Electronics – Errors in Measurement
- History – Historical Application in Tourism, Idea of Bharat
- Psychology – Basic Psychological Processes, Psychological Assessment, Psychological Research Methods
- Commerce – Concept of Partnership, Financial Accounting, Rights and Duties of Buyer & Seller etc.
- Forensic Science – Role of Media in Forensics, Criminal-Law and Criminal-Justice System

Students are also cautioned of professionalism & ethics in their day-to-day work and activities by making them understand IPR issues, plagiarism, impact, usage of proper referencing in all their submissions, etc.

Environment

To sensitize students about environmental and sustainability issues, several activities such as seminars, workshops, guest-lectures, industrial-visits, and field-excursions were organized for students of all programs.

At the UG level, the Institute offers an 'Environmental-Studies' course to all the students. The course includes Environmental-Sustainability, Environmental-Laws & Legislation, etc. that help students to acknowledge the significance of the Environment in today's fast life. Practical awareness about environmental issues is imbibed in the students through plantation-drives, cleanliness-campaigns, group-discussions, and street-play.

Value-added courses are also offered within and across departments, to help students critically examine issues related to gender, environmental sustainability and ethics.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Link for Additional Information	View Document

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

Response: 517

1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
173	15	08	17	304

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 74.21

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3164	1050	1762	2043	3481

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 90.46

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 3121

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: C. Any 2 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: E. Feedback not obtained

File Description	Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 95.73

2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1385	1450	1277	1431	1028

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1410	1410	1370	1410	1240

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 70.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
520	504	466	514	409

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The Director along with the Coordinator of IQAC, COE, and Convenors of Discipline and Scholarship Committees, etc. brief freshers about the Institute's profile and practices during Induction Programme for new entrants. As a follow-up, the concerned HoDs alongwith subject teachers apprise the students of the teaching-learning and evaluation process and acquaint them with curriculum design (POs/PSOs/COs, CCI), Academic-Calendar, Scheme of CCE, etc.

In our Internal-Evaluation, we have four/three semi-surprise tests, which help us to identify slow/advanced learners. Besides this, the other methods of identification include assignments/student-project, articulation-ability, and mock viva-voce as notified in the "Policy of Slow & Advance Learners" which is uploaded on the IEHE-portal.

Strategies for slow-learner:

- **Tutor-Guardian Scheme:** As mentors have one-on-one interaction with their mentees, they provide guidance and support in academic and co-curricular domains, resulting in strengthening interpersonal relationships.
- **Counselling:** After a detailed discussion with the slow learners, subject teachers identify the areas which need help/counselling. Teachers take extra initiatives to help these identified students for solving their problems. Some of the remedial measures are:
 - Personal Counselling,
 - Sharing of Notes/Books/Links/Home-Assignments, etc
- **Remedial-Classes:** Under the World-Bank scheme remedial classes were organised on demand in areas where learners need support resulting in improved performance.

- **Initiatives of Subject-Teachers:** Some noteworthy efforts include:

Solving of previous Semester Question Papers

Bilingual Explanations

Additional Test

Encourage peer-learning

Discussion on sample test-copies

Strategies for advanced learners:

- **Motivation:** As an initiative to motivate the advanced-learners, to optimize their potential, success-stories of prominent alumni and other personalities are narrated to them during orientation and interactions.
- **Encouragement:** Students are encouraged to participate in stipend based internship programme offered by Internshala portal. Students of IEHE are benefitted due to the Institute's recognition as Local-Chapter of NPTEL. (<https://internshala.com/>)
- **Assistance:** Some noteworthy efforts include

Enriched Central Library: Reference-Books/Motivational-Books, etc

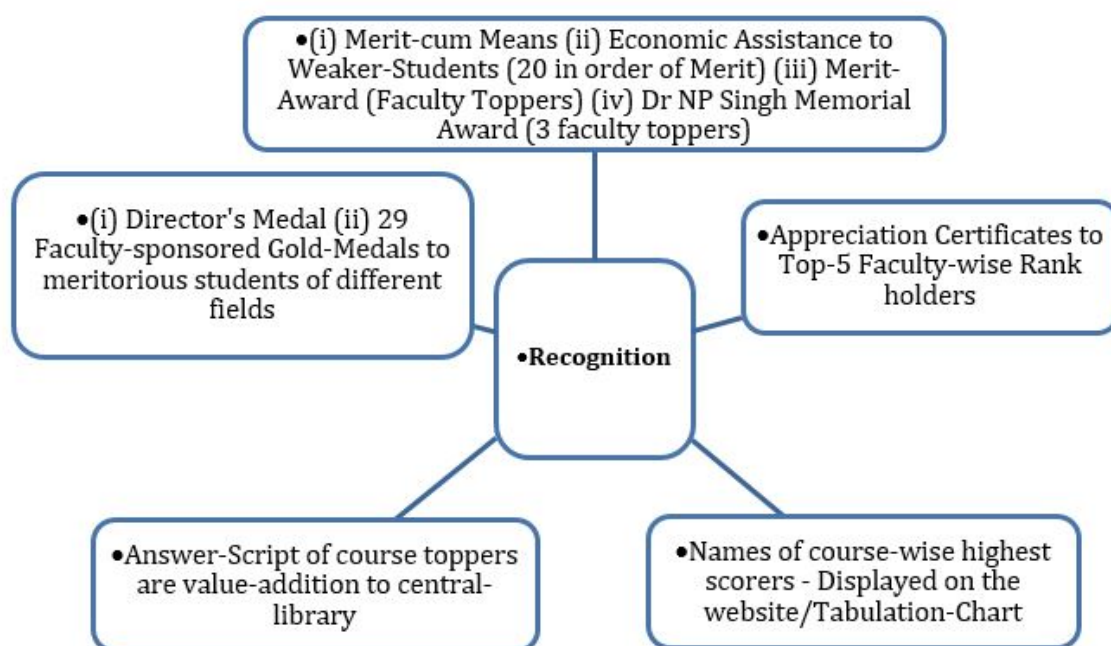
Sharing of Research-Journals/Useful-links

Virtual-Class/ NPTEL/Vocational-Courses

INFLIBNET facility, E-Resources

Sessions for Personality-Grooming/Soft-Skill-Development

- **Recognition:** Students are given recognition at various forum:



- **Guidance:** Given to students regarding

Use of authentic/recognized websites like - Livescience.com/SciTechDaily.com/Vlab.co.in/MPPGScienceE-Content/Wikipedia/etc

Use of mobile-apps like GeoGebra/King-Draw-Chemical/Grammarly/etc.

Writing of Research-paper/Dissertations/Reports/Book-Reviews/Movie-Reviews/News-Review/etc.

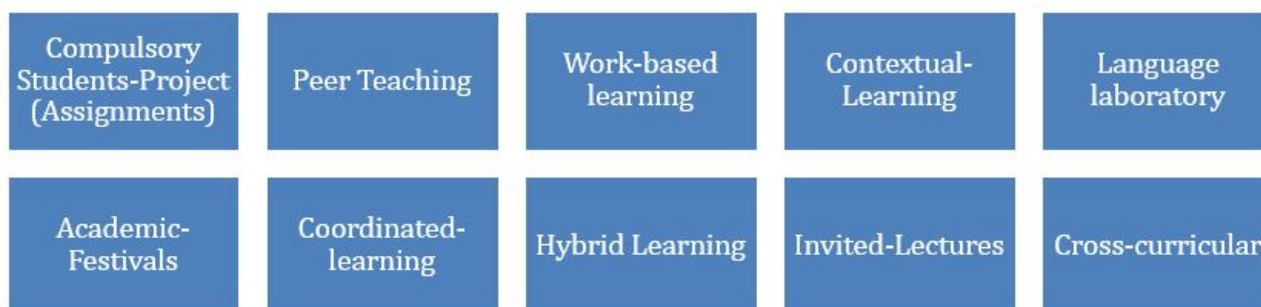
Activities for advanced Learners:

Advanced learners are inspired to opt for and appear in national level entrance examinations/competitions/programmes/ courses etc, like:

- JAM (Joint Admission Test for MSc at IIT/IISC), CAT, UPSC/PSC/NET/SLET/etc.
- National level quiz and essay competitions
- Summer/Winter research programs
- SWAYAM/ courses
- Involvement in Departmental Newsletters
- Encouraged to synthesize products and promote themselves as budding entrepreneurs (Annual functions & Fairs)
- One of the ambitious activities for advanced learners is self-structured assignments. In this participative learning mode, advanced learners are provided training for synthesizing different products and given a platform for developing themselves as an entrepreneur using their existing knowledge.

- Advance learners deliver their talks during the engagement of permanent faculty on official duties.

Common Strategies for Slow & Advanced learners:



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

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

Response: 24:1

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The Institute makes continuous & conscious efforts to enable students to realize their potential and evolve as transforming agents of society through well-designed 'Continuous Comprehensive Evaluation (CCE)' which includes different modes of teaching-learning and evaluation methods that support the students to develop their personalities holistically.

Experiential-Learning: The students are motivated to learn by acquiring new-skills, knowledge and out-of-box thinking. The focus is more on methodologies that enhance the interest of the students in the subject and in its applicatory part. Given this, various events have been organized by the Institute:

- **Educational-Trips:** Departmental/Inter-departmental level educational trips are organized to intensify students' academic domain as well as social, historical, political, scientific and industrial knowledge.
- **Field-Visits/Surveys:** Humanities departments (Psychology/History/Geography/etc) organize field-visits/surveys to connect students to the realities of people and expose them to various situations of life that help them to change their attitude and become committed persons for services. NSS/NCC activities also supplement them.
- **Laboratory-Exposures:** The experiments conducted in the laboratories help the students to acquire knowledge of practical applications, develop reasoning ability and understand complex concepts. Our students work on individual/Group-projects, develop software/websites, synthesize natural-product, create costumes, develop portfolios/lab-manuals to achieve the highest level of Bloom's Taxonomy.
- **Industrial-Visit:** Departments like Chemistry/Food-Science/Commerce/Fashion-Design/etc take students to various industries to help them to understand the application of their learning in a classroom through the exposure of practical aspects of the functions of the industries.
- **Mandatory Internship-Programs:** PG students are encouraged to complete their internship at national-level Research Organizations/Institutes like IITs/BARC/CSIR/ISRO/CDRI-Lucknow/IISER-Bhopal/RRCAT-Indore/ etc. Such opportunities help them, to achieve extensive knowledge, perform on rare/costly instruments/experimental-setup and work under renowned Scientists.

Participatory Learning: Following methods are adopted/implemented to attain course outcomes:

- **Seminars, Conferences & Workshops:** Students are motivated to present Reviews/Research Papers in different Collegiate, National & International Seminars, Conferences & Workshops. Students' publications are displayed on our portal to give recognition. Students' seminar on research methodology is a regular process.
- **Mandatory Assignments/Student-Projects followed by a presentation:** The students are given assignments/projects to enhance/cultivate their research/analysing/interpersonal/creative/writing/etc skills periodically and present their knowledge which enhances their presentation-skills gradually.
- **Peer-Learning:** During CCE student-teachings & group-discussions encourage students to develop oratory and analytical skills on the domain knowledge.
- **Competitions:** The students are encouraged to participate in inter/intra-collegiate competitions like debate/extempore/quiz/etc to become competent in diverse fields.
- **Product-Launch:** Departments like Fashion-Design/Food-Science/Chemistry/Biotechnology/etc encourage the students to participate in product-launch activities, which enhance their creativity. The students are also promoted for learning, and sales-techniques through selling their products at the government organized Haat-Bazar and different fairs. The Fashion Design department has been honoured by the Honourable Governor of MP in Haat-Bazar "UMANG". Institute is privileged to arrange district-level Job-Fair regularly by the Higher-Education, GoMP.

PROBLEM-SOLVING METHODOLOGY	
ACADEMIC-FEST Unique feature of our Institute which provides opportunities to students in solving different concepts through interesting/entertaining academic activities based on games/role-play/skits/quizzes etc.	MIND MAPPING & POSTER-CHARTS/FLOW-CHARTS These charts were used for understanding important concepts, and encourage the students to believe in their ability to handle difficult concepts.
MODEL-MAKING Students of different departments are encouraged to develop models for better understanding & inculcating creativity.	CASE-STUDY Some departments go for case-study analysis that provides an opportunity to have a deeper understanding of the issue and apply their skills to arrive at a solution.
SELF-LEARNING The inquisitiveness of the students is being triggered through special assignments like Overviews/Book-Reviews/Popular-Article-Writing/etc. They learn by probing, browsing, searching and exploring new things and concepts on the subjects that satiate their curiosity.	
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The institution is continuously reengineering its academic process to make it student-centric. To actualize this process, the institution strived to equip it with various ICT tools. Presently, the Institute has the following ICT enabled tools:

Computer Systems	Notebooks	Projectors	Smartboards	Microsoft Teams	Visualisers
Interactive Panels	Lecture Capturing System	Fire Wall Protection	Computer Labs	Language Lab	NVDA Software
	Software for OMR Checking	Lecturn	E-Podium	Document Scanner	

Multimedia Projectors:

As all the classrooms of the Institute have a wi-fi facility, projectors are being used frequently, and computer-lab, language lab, commerce-lab, and seminar halls are enabling the teachers to teach and share their lectures through presentations. In our Institute 'submission of assignments followed by presentation is mandatory' the students use this facility extensively which results in their unconscious-competence towards presentation-skills.

E-Content:

The e-content committee of the Institute motivates faculty members of different departments to develop e-

content for various concepts relating to different subjects which are uploaded on the GoMP YouTube channel (**MPPGScienceE-Content**) developed by IEHE for Higher Education department MP, which is available for student's reference.

https://www.youtube.com/results?search_query=mppgsciencee-content

Library:

Central- library is automated with Integrated Library Management System (ILMS). Computerized software helps the teacher/students with the availability of books, issuance, and renewal of books, information regarding new arrivals, etc. The faculty and students have access catalog to E-Library (SOUL3.0)/E-Granthalaya, e-library OPAC & e-Journals through N-List & its renewal is being done periodically.

<https://www.iehe.ac.in/Library.aspx>

ICT infrastructure in campus: Institute has a dedicated portal, three computer labs and one language-lab exclusively for UG and PG students and all the labs have LAN internet connections. Institute's portal provides facilities like – Syllabus/Notices/Study-Material/Conducting Tests & Quizzes/E-Resources/Previous Years' Question Papers. The Internet system has been upgraded by installing BSNL's high-speed connections (3 FTTH plans of 400, 300, and 100 Mbps). The Institute has installed Wi-Fi routers on campus to facilitate teachers to conduct classes via a digital platform. In addition to this, the Institute has an online platform of Microsoft Team that facilitates to conduct of online classes, organizing tests/quizzes, sharing study material, submission of assignments/students-presentations/lecture-recording etc. We extensively use MS-Team for conducting webinars/BoS-Meetings/etc, for the benefit of teachers and students. During the pandemic, these facilities played an important role in the studies of the students & conducting CCE smoothly.

Interactive-Board/Interactive Panel/Visualizer: These devices are being used by the teachers to impart knowledge efficiently and effectively.

Value-Added Programmes through ICT:

As the Institute is the first local-chapter of NPTEL among Government Colleges of MP, teachers and students avail the facility to add to their knowledge through these courses.

<https://www.iehe.ac.in/NPTEL.aspx>

Use of Digital Facilities by teacher:

- Sharing e-text available on - ePG-Pathshala, NDL, eShodhSindhu, shodhgangotri.inflibnet.ac.in, oscar.iitb.ac.in, SWAYAMPRAKASH, FOSSEE, etc with students.
- Language-Lab is used by department of English to assess PG Sem-III students for linguistics.

- Language-Lab was also used for other collaborative activities like – 30 days "Cambridge Assessment English Training Programme" for Teachers/Student of IEHE as well as students of other colleges of Bhopal.
- Assign practical/exercise available on vlab.co.in with weightage in the CCE.
- Creating e-Content & sharing on the Institute's-portal/Higher-Education LMS/LMS of RCVN Naronha Academy of Administration, Bhopal.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 24:1

2.3.3.1 Number of mentors ?????????????? ???????

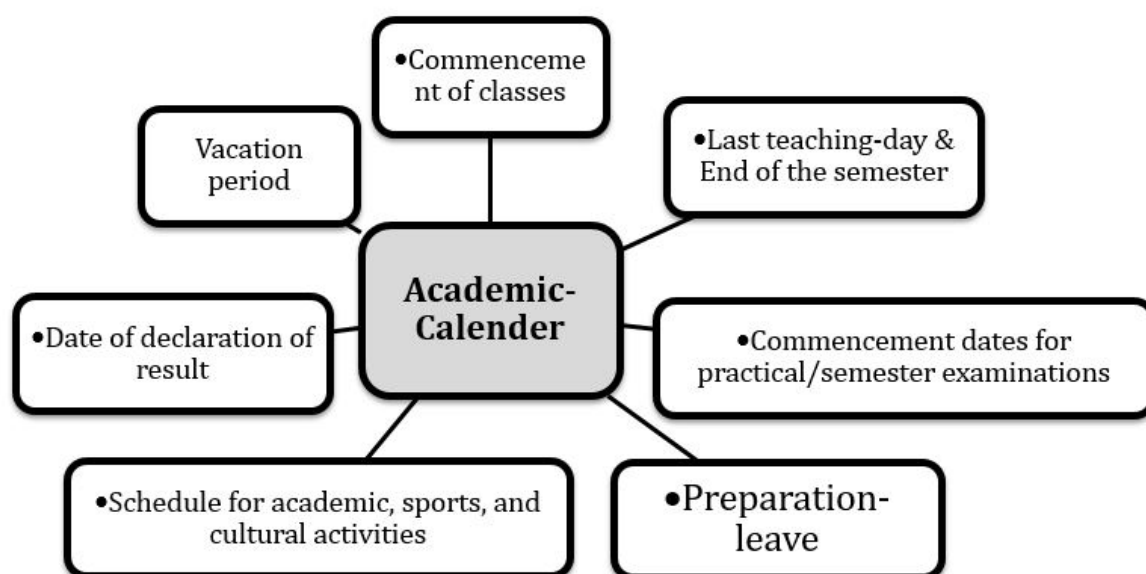
Response: 143

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Academic-calendar is the system by which IEHE defines the landmark dates of the session. Preparation of the academic calendar is an important exercise that is carried out before the commencement of the session. Academic-calendar for upcoming semester is drafted by Academic-Committee in consultation with Examination-Cell and finally approved by the Academic-Council of the Institute, which is published in the prospectus of upcoming sessions and is also made available on the Institution's website. Some of the features of Academic-calender are:



Adherence to Academic-Calendar:

Institute follows strict adherence to the Academic-Calendar, which is one of the distinctiveness of IEHE. All Departments/Clubs/Committees plan their regular activities accordingly. It becomes a useful tool for keeping track of various deadlines.

The master Time-Table is prepared by the centralized Time-Table Committee and is available on the Institute's portal. That is subsequently followed by respective departments, they prepare a detailed Class-wise & Teacher-wise time-table for each semester. This time-table is made available to all the faculty members and students through respective heads of departments and prominently displayed on departmental notice-boards. Time-table includes day-wise, period-wise & room-wise information about the classes to be conducted along with the teacher's name.

Teachers prepare teaching plans and record regular teaching & other activities in a well-designed "Teacher's-Daily-Diary" and maintain students' course-wise attendance in Attendance Register. Institute's ICT-Cell keeps a record of the physical presence of students on campus once a day by the face-recognition biometric system. The faculty prepares a detailed instructional plan for every allocated course based on the academic-calendar which includes a probable period for each topic or topics to be covered, the total number of present students, and the mode of teaching. The plan is communicated to the students

before the start of teaching a particular module. Faculty needs to deliver lectures strictly as per the plan and has to upload monthly attendance of students on the portal, which is also available for the parents on their login-id for perusal. “Teacher’s-Daily-Diary” is regularly checked by respective HoD and monthly countersigned by the Professor-In-charge or “Administrative-Officer” of the Institute.

The success of any educational Institute depends upon the maximum participation of the students in all curricular, co-curricular and extra-curricular activities. Institute has devised a mechanism to ensure maximum attendance. Institute strictly follows the 75% compulsory attendance & minimum 20% marks in CCE in each course for appearing in End-Semester Examination. Students who fall short of these required parameters are declared as ‘Not Permitted to Appear (NPA)’ by the examination-cell, however, there is a provision of 15% relaxation on medical ground. Students securing more than 75% attendance are awarded with maximum marks of 10% in prescribed slabs in CCE.

There is a provision of special ATKT-examination, for final year students (outgoing students) of UG and PG to clear all their backlogs within a month of the declaration of result of last semester, which is mentioned in Academic-Calendar. Date of the result declaration of all the end-semester examinations are mentioned in Academic-Calendar and this is maintained since last 20-years (except pandemic).

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 68.42**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
103	100	97	97	91

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 17.22**2.4.3.1 Total experience of full-time teachers**

Response: 2479

File Description	Document
Institutional data in prescribed format	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 declaration of results year-wise during the last five years****Response:** 28.65**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**

2021-22	2020-21	2019-20	2018-19	2017-18
17.5	26.88	31.46	33.48	33.93

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	0	27	26	19

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

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

Response:

Since the inception of Institute, we are an autonomous Institute having the privilege to introduce many reforms as and when required which make the Examination Management System (EMS) more reliable and transparent. We have a dedicated secure user-friendly and dynamic portal (<https://iehe.ac.in>) for all stakeholders, hosted on the server of MAPIT, GoMP. Major advancements between 2017-2022 are as follows:

IT Integration and reforms in CCE:

- Facilities developed on the Institute's portal are:
 - Separate login for Admin/Teachers/Students/Guardians to perform different activities
 - Quiz/Survey Module for conducting MCQ-Tests/Surveys/Quizzes (Creation & Implementation)
 - Complete record keeping of CCE data (Monthly-Attendance & Marks for different activities)

- Generate list of NPA-students through CCE-data
- Facilities for stakeholders:
 - Administrators (HOD/COE/Director) on their login-id
 - HOD assigns CCE-related work to concerned faculties
 - HODs can monitor/update the data-flow
 - COE/Director can monitor CCE-data of all the faculties/departments
 - Teachers:
 - Submission of CCE data on IEHE-portal (Monthly-Attendance; Marks of Tests/Assignments/ Student-Projects/Quizzes/GDs/Class-Teachings, etc)
 - Creating Survey/Quiz on in-house developed module
 - Conducting Classes/Tests/Assignments/Presentations on Microsoft-Team
 - Online Class Conduction Reporting Facility for Teachers on IEHE-portal (During Pandemic)
 - Teacher accepts assignments on Departmental/Teacher's mail-id
 - Teacher creates class-wise WhatsApp Groups for prompt communication & resource sharing
 - Students:
 - Attempting Online Tests on their login
 - View the Attendance/CCE-data
 - Avail various facilities
 - Guardians
 - Monitoring performance & progress of their ward on their login

IT integration & Reforms in End-Semester Examinations:

CCTV cameras have been installed in classrooms/offices/hostels/different areas of campus for proper surveillance. Apart from this COE controls access to CCTV installed in the Examination-cell through a smartphone for strict vigilance regarding confidentiality. Following facilities are available in Examination-Cell:

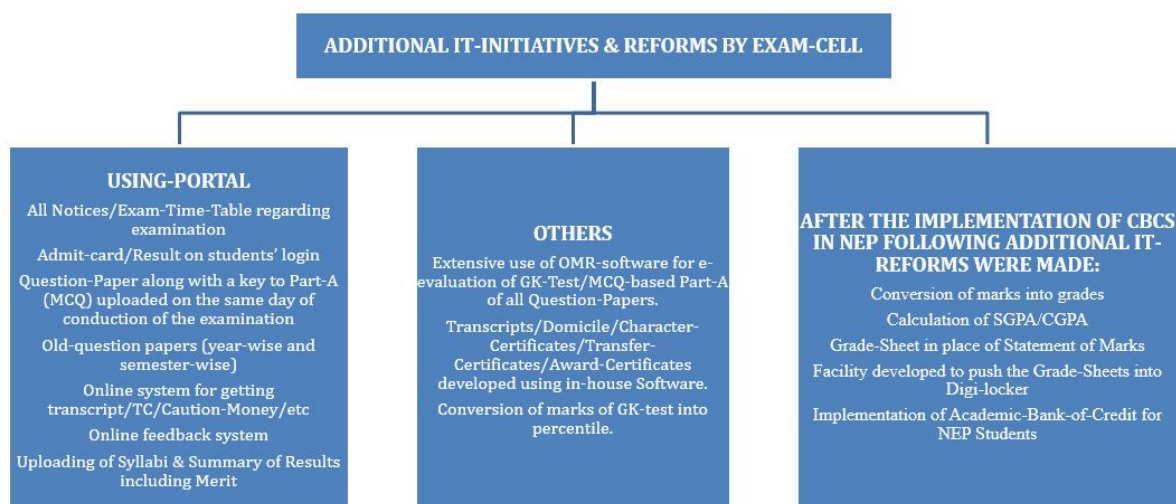
- Password protected printing of Question-Paper (Coded manuscript to final Question-Paper)
- System Generated Seating-Plan, Notices, Lists, Admit-Card, etc
- Preparation & Printing of Result/Tabulation-Register/Semester-Marksheet/Consolidated-Marksheet with various security features, CC, TC, Transcripts.

During covid-19 pandemic period initially in-house online Examination-Management-System (EMS) was developed & deployed. The following measures were taken to conduct online examinations through IEHE-portal & mobile-app:

- Question-papers made available on students' login on the scheduled Date & Time.
- Answer-scripts were uploaded on the portal by the students within the prescribed time-limit.
- Course-wise answer-scripts & the facility for online submission of marks were made available on the valuer's login.
- Separate module was developed for the Conduction & Evaluation of online GK-Test/FC-Examinations.

We outsourced the system to a competent professional agency subsequently due to the heavy load on the portal to develop a separate customized secured application package (<https://iehe.in>) for an online evaluation management system implemented on the cloud.

<https://www.iehe.ac.in/Exam.aspx>



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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

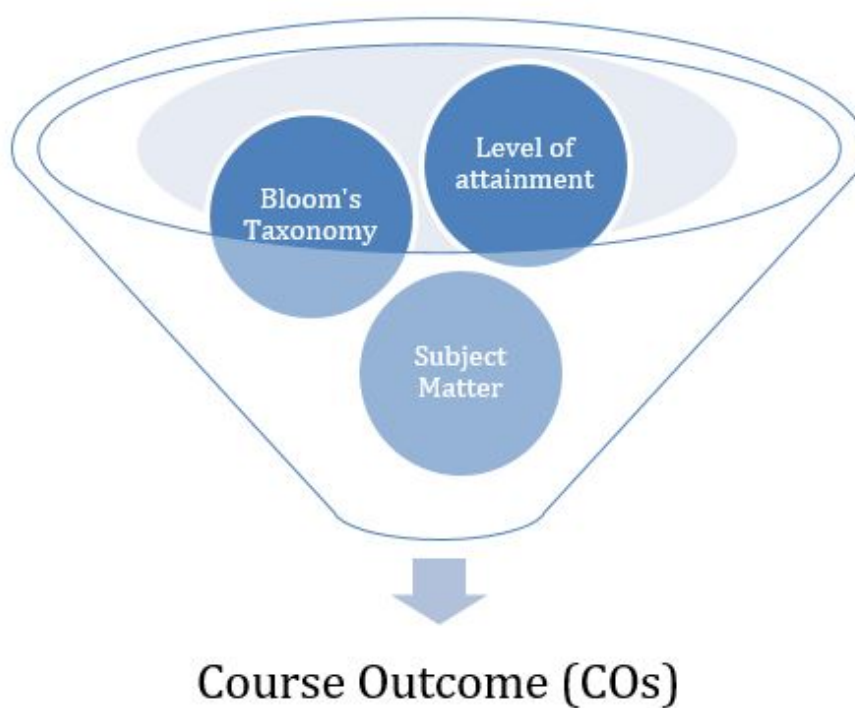
The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present day needs of the students in terms of achieving their optimum core abilities required for higher-studies or future career choices. Learning outcomes form an integral part of the Institute's Vision, Mission, and Objectives. Institute has developed its POs, POs(Faculty-wise), PSOs (Honours/Major-wise) & COs at the following



levels:

Description of course outcomes

Description of Course Outcomes



The Course-Outcomes (COs) for each course is a set of statements that discuss the level of treatment of the subject required by the teacher. Three separate components formulate the COs:

1. These statements also determine the level (as described by Bloom's Taxonomy) at which the topics listed in the syllabus are discussed in the classroom. For example, "Ability to define (Level-1) basic function of cell", "Ability to exemplify (Level-2) the effects of various ..."
2. The level of attainment, which is expected from the students after completing the course. For example, "Will help to construct (Level-6) a pollution free environment."
3. The actual subject matter is mentioned in the syllabus. For example, "Detection (Level-4) of Environmental pollutant"

Formulation of POs, PSOs & COs: IQAC in consultation with the Academic-Committee of the Institute formulates the POs for different faculties. IQAC provided training sessions to faculties regarding POs, PSOs and different levels of Bloom's Taxonomy. HoDs in consultation with all the faculty members of their department drafted the PSOs of the programme offered. Learning outcomes for each course were discussed and finalized in respective BoS. Finally, at the department level learning-outcomes were converted into course-outcomes according to the learning-levels of Bloom's Taxonomy. In this process, the teacher as a stakeholder was familiarized with the POs/PSOs/COs.

Mechanism for Communication: There are multiple avenues by which the POs, PSOs & COs are made public to the stakeholders. The Institute's portal and Notice-Boards of the departments display detailed documents containing POs, PSOs, COs and their internal mappings. Year-wise and subject-wise COs are available on IEHE-portal (<https://iehe.ac.in/PageContent.aspx?ID=En&PID=oxm+AGYZZq4sV/qu66wE+vW2/1l2LdZX0q2r0SppmU=>)

Few examples:

Biotechnology (2022-2023): https://iehe.ac.in/PDF/IQAC/2022_23/Biotechnology.pdf

Fashion-Design (2022-2023): https://iehe.ac.in/PDF/IQAC/2022_23/Fashion_Designing.pdf

In addition, the subject teacher discusses the PO, PSO & COs with students in the initial classes. As a follow up the teacher emphasizes the learning-levels ingrained in the particular topic during class-room discussions.

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

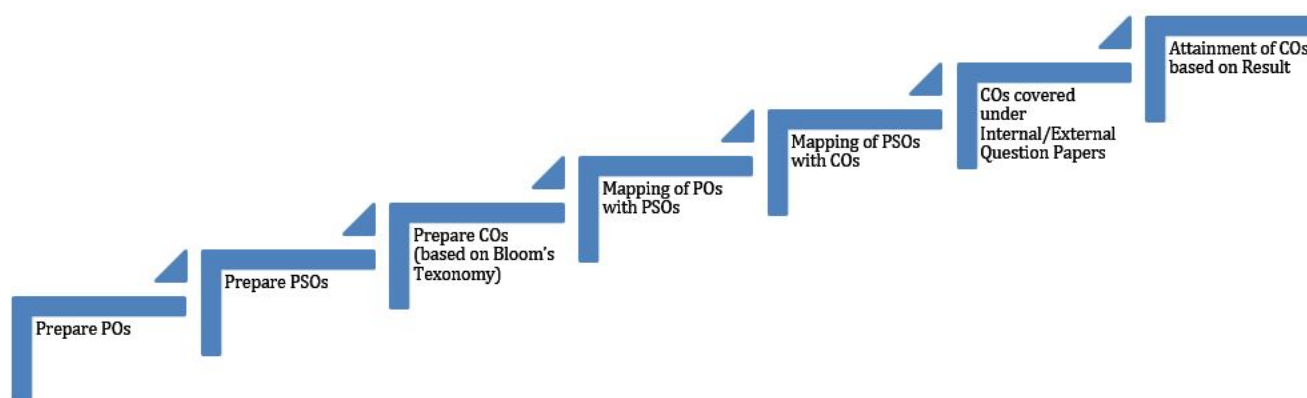
Response:

The curriculum has been developed considering all the POs and assuring that the curriculum is strongly aligned with the Mission & Objectives of the Institute to fulfill its Vision. As a follow up the mapping of *POs with PSOs* and *PSOs with COs* is specifically and thoroughly executed by all the departments. Attainment of programme outcomes and course outcomes is evaluated as a first step by measuring the

percentage of COs covered under Internal/External Question Papers which was more than 85% for the Session 2021-2022.

To ensure the attainment of COs, the departments were asked to discuss with the faculties and after due consensus submit their opinion about the minimum level of percentage marks obtained by the student in the end-semester examination. This yardstick turned out to be 65% or SGPA 6.5. As the next step, the attainment of COs is evaluated by analyzing the results of End-Semester Examination.

The seven-step procedure ranging from the preparation of POs to the evaluation of their attainment is depicted as follows:



Attainment of the COs is calculated based on the following two methods:

Direct Assessment:

We have various modes of assessment for Continuous Comprehensive Evaluation (CCE) like – mandatory semi-surprise tests, assignments/student-projects and optional class-teaching by students, quizzes, chart/model making, etc. which foster learners' ability to achieve POs. End-Semester Examination is another essential component for the evaluation of attainment. Based on departments' opinions on attainment level i.e. 65% (For Honours Students under Old-Pattern) or SGPA 6.5 (For NEP Students) and above, the assessment of the last two sessions is as follows:

1. Old-Pattern of Honours Courses

Session	Faculty	Semester	Number of Students Appeared	Number of Students Passed	Number of Students Passed with $\geq 65\%$	Attainment of COs (%)
2020-2021 (I, II & III Yr)	Arts	Odd	1055	985	919	93.29
		Even	1043	995	968	97.28
	Commerce	Odd	1083	1029	949	92.22
		Even	1077	1024	992	96.87
	Science	Odd	1129	1077	1064	98.79
		Even	1109	1083	1072	98.98
2021-2022 (II & III Yr)	Arts	Odd	665	614	503	81.92
		Even	665	609	479	78.65
	Commerce	Odd	717	630	397	63.01
		Even	717	642	397	61.83
	Science	Odd	698	673	557	82.76
		Even	698	636	500	78.61

2. Major Courses under NEP

Session	Faculty	Semester	Number of Students Appeared	Number of Students Passed	Number of Students Passed with $\geq 65\%$	Attainment of COs (%)
2021-2022 (I Yr Only)	Arts	Odd	344	276	222	80.43
		Even	319	293	239	81.56
	Commerce	Odd	350	281	214	76.15
		Even	330	305	213	69.83
	Science	Odd	345	284	228	80.28
		Even	330	310	276	90.00

Indirect Assessment: A questionnaire-based session-end online survey is mandatory to be filled out by all the students. This survey is designed to obtain feedback about different areas in seven-sections. Sections having questions relevant to the attainment of COs along with the year-wise consecutive feedback obtained in percentage (2017-18, 18-19, 19-20, 20-21 & 21-22) are as follows:

Section-A

(Sum of obtained feedbacks: Moderately Good + Good + Very Good + Extremely Good)

Learning Values
(84, 84, 88, 87 & 83)

Depth of the Course-Content
(83, 81, 87, 87 & 82)

Extent of Coverage of Course
(79, 78, 86, 85 & 79)

Relevance/learning value of project/report
(78, 77, 85, 83 & 79)

Overall rating of Section-A
(83, 81, 89, 87 & 81)

Section-B

The course was ...
Challenging + Adequate (97, 93, 97, 96 & 92)

Above 75% syllabus was taught in the class?
(70, 71, 78, 87 & 76)

The internal assessment system as it exists, is ...
Excellent + Adequate (85, 83, 90, 90 & 83)

How do you rate the student-teacher relationship in the Institute as a whole?
Satisfactory + Good + Very Good (92, 93, 96, 96 & 92)

Section-C

Is the internal assessment system conducive to (क्या आंतरिक मूल्यांकन पद्धति सहायक है) -
(Sum of obtained feedbacks: Highly + Appreciably + Moderately)

Understanding the course (पाठ्यक्रम को समझने में)
(97, 96, 98, 98 & 96)

Interaction with the teacher (शिक्षको से सहचर्चा में)
(96, 95, 98, 97 & 95)

Regular work (नियमित कार्य में)
(96, 95, 98, 97 & 95)

Continuous self assessment (सतत् स्वयं के मूल्यांकन में)
(96, 95, 98, 97 & 95)

Indirect assessment, based on the compilation of student feedback mentioned above, also shows that the Institute is progressing toward achieving its Vision, Mission & Objectives.

Feedback report of last five Sessions: <https://www.iehe.ac.in/Exam/Report/STDFeedBackReport.aspx>

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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.17

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

Response: 1125

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

Response: 1146

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.64

File Description	Document
Upload database of all currently enrolled students	View Document

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The Institute provides all necessary infrastructural facilities and a conducive environment to cultivate, promote and strengthen research activities in the campus. As the Institute is Wi-Fi enabled and has ethernet facilities in all the departments, research work related to Ph.D. scholars; dissertations, projects/assignments of UG/PG students are carried out extensively with the help of IT-support services. Moreover, the institute is regularly taking a number of initiatives and spending a lot of resources to update and upgrade the facilities meant for research oriented activities, which is evident from the infrastructure and audited account of the institute.

Till 2016-17, there were 05 Research-Centers recognized by affiliating university, however, presently the Institute has 07 Research-Centers/Departments which provide necessary research-related infrastructure for ensuring smooth, timely and advanced research outcome. Research Centers are equipped with computers, necessary software, INTERNET and multimedia facility for carrying out research activities. Research-Centers of science departments have latest equipment. Apart from this the Institute has a separate 'Central Research Lab' which has - *Atomic Absorption Spectrophotometer, UV-Visible Double Beam Spectrophotometer (Systronics), Millipore Water Purifier, Abbe's Refractometer, Flame Photometer etc.*

The institute has 39 research supervisors and 194 research-scholars were registered during last five years. Faculties of the institute have published 515 Research-Papers in journals of repute and 166 books/book chapters to their credit.

The Institute has an airconditioned Wi-Fi enabled conference-hall equipped with multimedia projector and public-address system for smooth conduction of seminars, colloquiums, viva-voce examinations, etc. The central and departmental libraries are enriched with reference-books and journals of repute. DELNET and INFLIBNET facilities are made available to the faculty members and research-scholars to facilitate their research activities. Every research scholar is provided with user-id and password to use INFLIBNET facility. The institution has a provision of financial-assistance to students and scholars for registration-fee and travel-allowance for attending workshops and conferences. Recently a provision has been added to provide fellowship to research-scholars.

The Institute has:

1. 'Research-Development-Cell' which works in coherence with 'Code of Conduct Committee' and 'Research-Ethics-Committee'.
2. Well-defined 'Research-Policy', 'Research Ethics Policy' and a 'Code of Conduct' for research oriented activities.
3. Well-defined 'IPR Policy'.
4. A separate tab of 'Research' on Institute's portal which appraises the information regarding research activities. <https://www.iehe.ac.in/PDF/News/2022/ResearchPolicy2022.pdf>

The plagiarism-check of research papers and Ph.D. thesis is done by the Barkatullah University, Bhopal and the Institute also has open source software in its library for this purpose. All the faculty members are encouraged to apply for research funding projects from various funding agencies. The Institute exchanges research expertise with other state, national and international institutions by signing MoUs. The Institute organizes seminars, workshops and conferences regularly to promote research culture. To initiate research activities, amongst undergraduate and postgraduate students field training and project-work are given to them. In addition to this 'Research Methodology' as a paper is being taught by some of the regular departments and the Vocational cell. Recently, research-scholars meet has been started as a regular feature in the Institute.

Funds from RUSA, World Bank have been utilised to increase the quality of infrastructure for research.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced

studies/research during the last five years**Response: 0****3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
List of teachers and their international fellowship details	View Document

3.2 Resource Mobilization for Research**3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response: 1.85****3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1.85

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

3.2.2 Percentage of teachers having research projects during the last five years**Response: 0.84****3.2.2.1 Number of teachers having research projects during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	2	3

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 27.08

3.2.3.1 Number of teachers recognized as research guides

Response: 39

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 4.33

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	2

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	19	18

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The institute has created an ecosystem for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, incubation etc.

Vocational-Cell, Placement-Cell, Entrepreneurship-Cell, Literary-Club, NCC, NSS, Departmental Clubs (like-CV Raman, Techcellence, etc.) and recently added Incubation-Center (UDGAM) take initiatives for creation and transfer-of-knowledge by organizing seminars/workshops/conferences/training-programmes to promote innovation among different stakeholders which reflects the sound ecosystem of the Institute. Entrepreneurship skills are imparted through mandatory courses at under-graduate level.

The faculty members are empowered to transfer their in-depth knowledge to research-scholars by availing the existing dedicated SEVEN research centers. All the researchers of the institute abide by the rules and research policy of the Institute. The Code-of-Conduct Committee guides practice of ethics in research. There is a well defined IPR-Policy to minimise the risk of infringement of any intellectual property without the knowledge of any stakeholder/inventor. Some of the important functions of the Research-Development-Cell are -

- Project/Problem based learning approach is encouraged through Assignments/(Student-Project)/Dissertation/Internship/Thesis work by research scholars, etc.
- Motivating research-scholars to undertake minor/major research-projects from various funding agencies.
- Institute receives autonomy grant from UGC and part of it is used for the research activities of different departments and the cell in this regard.
- Monitor and address the issues related to research with support of other faculty members.
- Supports editorial board of in-house research journals.

Publication of Research Journals:

Institute publishes in-house ISSN journal 'Yuyuts' (2015-18). Apart from this, the department of Mathematics publishes an annual International online-research journal **INSPIRE** since 2016. Recently '**IEHE THE QUEST**' a multidisciplinary bi-annual online research journal has published its first edition.

Dissertation/Thesis writing:

Most of the departments of the institute are having dissertation writing as a part of their curriculum particularly for post graduate students to inculcate aptitude required for further research and research paper/thesis/report writing.

Students' Publications: To promote and encourage students for research, a separate sub tab titled "Students' Publication" is visible in **Research** tab on the home page of IEHE-portal.

Motivation to organize research related activities:

Institute motivates its HoDs and teaching-staff to organize research activities like webinars ('Data Science, 'Women Empowerment'), seminars ('Sustainability'), workshops ('STATA'), conferences ('Demonetisation') etc. Air-conditioned conference hall equipped with multimedia facility is available for organizing research events on small scale, however, for large gathering we have collaboration with MPPURC (adjacent to IEHE campus) to use their auditorium.

Entrepreneurship Activities:

Institute's Vocational-Cell and Training and Placement-Cell constantly interacts with the industry to create better opportunities for student placement. To enhance the employability and necessary skills of our students the Vocational-Cell organizes add-on courses like Creative-Arts, Diploma in Income-Tax, Diploma in Financial Services, Diploma in Counselling Psychology, etc. Placement-Cell invites experts from different fields viz. Free-Lancer, Artists, Psychologists, Motivational Speakers, Media Persons, Industrialists, etc.

<https://www.iehe.ac.in/PDF/IQAC2022/Criterion3/img/msharma1.JPG>

Community Orientation: NSS and department of BBA have adopted nearby villages for community services to promote entrepreneurial education to the under-privileged students.

Incubation Center (UDGAM): Objective of UDGAM is to develop an active eco-system to inspire, support aspiring entrepreneurs and startups by organizing orientation programmes, workshops, training etc.

Institute motivates its HoDs and teaching-staff to organize research activities like webinars ('DataScience, 'Women Empowerment'), seminars ('Sustainability'), workshops ('STATA'), conferences ('Demonetisation') etc. Moreover, The Institute has faculties with expertise on SCI Lab and recently a technical session was conducted which had more than 300 attendees. We impart the knowledge of MATLAB and SPSS through specially designed courses. Air-conditioned conference hall equipped with multimedia facility is available for organizing research events on small scale, however, for large gathering we have collaboration with MPPURC (adjacent to IEHE campus) to use their auditorium.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 102

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
40	16	18	11	17

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
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 through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of

Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**Response:** A. All of the above

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

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**Response:** 4.97**3.4.2.1 How many Ph.Ds are registered within last 5 years****Response:** 194**3.4.2.2 Number of teachers recognized as guides during the last five years****Response:** 39

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 3.61**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
108	108	97	96	106

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years**Response:** 0.76**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	17	18	24

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response:** 6.12

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

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 6

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

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 0

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response: 0****3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document

3.6 Extension Activities**3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years****Response:**

The institute promotes consistent engagement of students, faculty members and staff with neighbourhood community for their holistic growth and sustained community development through various activities such as 'Street Vendor Survey under PM Svanidhi Yojana', Childrens' Day Celebration with children of Ishwarnagar Slums', 'Catch the Rain Campaign', visit to 'Apna Ghar-Old Age Home etc.,. A number of community outreach programmes are organized in which students and staff participate voluntarily and enthusiastically.

- Various awareness programs, workshops, rallies and road shows with themes like
 - Cleanliness,

- Green environment and tree plantation,
- Gender sensitization,
- Traffic rule awareness,
- Demonetization and digital payment,
- Women empowerment,
- Cleanliness in and around the Campus
- Create awareness about the role of clean environment in human health
- Contribute to the National Swachh Bharat Abhiyan
- More than 10 Blood Donation camps have been organized since last 05 years i.e. till june 2022.
- Awareness of Oral Health
- Health Checkup Camp
- RTPCR test
- Covid vaccination drive
- Farmer Training on sustainable agricultural practices.
- Training of Rural Women

are conducted by the NCC Unit, NSS Unit, Rotaract Club, Literary Club, Techeccellence Club etc.,

Sensitization:

Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc. The activities conducted lead imbining the values of social responsibility such as:

- 1.To help people in need and distress
- 2.To understand and share the need of under privileged children
- 3.To promote cleanliness in all span of life and common places, Juggi areas.
- 4.To acquire social values and a deep interest in environmental related issues.

Learning Outcome of the activity

- 1.Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
- 2.Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.
- 3.Develop a passion and brotherhood towards community, affected people/animals and destitute.
- 4.Develop skill and aptitude for problem solving.
- 5.The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

Impact

In some of the programe the organizing unit of the programme take satisfaction feedback from the volunteers and the beneficiaries to know the impact and lacuna if any in the programme to improve the modus operandi and the objectives.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	05	00	00

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 174

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
80	35	18	13	28

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 48.85

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
3450	1751	747	566	1445

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 302.2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
1051	183	89	12	176

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

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

Response: 53

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	12	06	05

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institute has a huge campus spreading over 28.97 acres situated in a lush green valley adjacent to WALMI hills, Bhopal, of which only 16.09% is constructed. The Institute constantly thrives for excellence in the teaching-learning process through technologically advanced 54 classrooms (42-50 seating capacities), 4 spacious classrooms (80 Seating capacities each), 8 classrooms (20 seating capacities each), laboratories (25), multipurpose halls (03), E-Content Development Room, Placement-Cell, Incubation-Center, ICT-Cell, Research-Centres (07) and a separate block for vocational-courses. As the campus is wi-fi enabled, teachers and students use institutional and personal IT resources in classrooms. In the teaching-learning process, the Institute portal plays an important role for various purposes, like attempting class tests, surveys and quizzes; viewing or downloading upcoming events, syllabi, time-tables, old question papers, study material, etc. Three multipurpose halls are used for different academic and cultural activities held throughout the year. The Institute has an immense sports complex and a newly constructed small administrative block suited to our diverse needs. The examination block, well equipped with high-tech instruments, and having separate compartments, and windows for student interactions and queries, maintain the confidentiality of the cell.

The Institute has separate on-campus boys-hostel (84 inmates) and girls-hostel (107 inmates) with recreation rooms for various activities like games, tutorials, birthday celebrations, and festival celebrations. All the academic programmes are run by 21 departments with sufficient facilities for HoD, staff, research center, departmental library, etc.

There is a separate ICT cell, which maintains a central computer lab (55 latest computers with internet facility). It designs, develops, and maintains a portal for different online-related works like admission/enrolment processes, scholarship, data collection for TG scheme, online complaints, students' registration for placement, and different office works like purchase processes, payments, refunds, etc. In the institute there are 239 desktop computers and 11 laptops. Well-equipped laboratories are optimally utilised through a pre-scheduled timetable for regular/vocational courses. Department of Physics has a Space Science Laboratory under the aegis of Vikram Sara Bhai Research Centre Thiruvananthapuram. A GPS (Septentrio satellite navigation) receiver is installed, and ionospheric data for about 60 parameters is recorded 24x7. Alongwith this, UG students work on simulation software 'TINA' for designing and preparing PCBs.

The central-library block (1100 sq.m.) of the institute is well stacked and presently has a collection of 32196 volumes on various subjects for all students, scholars, teachers, etc. To create a wonderfully inspiring space that supports reading, learning, and well-being, different sections for issue-return, display, reference, paper-reading, e-library use, and kiosks, along-with sufficient sitting capacity, make the library more appealing. The Institute offers remote access to library facilities; it operates from a dedicated library space, that is well-equipped with up-to-date server, computers and ICT infrastructure. Departments also have their own library; these are Economics (638 books), Chemistry (291 Books), Physics (180 books), Mathematics (888 books), Commerce (275 books), Political Science (236 books), English (54 books),

Sociology (90 books), Biotechnology (220 books), History (65 books) and Vocational-Cell (726 books). Hence, the Institute has sufficient infrastructure for teaching and learning activities.



एक्सिलेंस इंस्टीट्यूट • 10 साल का डेवलपमेंट एंड एकेडमिक प्लान
रेसीडेंशियल कैंपस, 2 हॉस्टल, 56 स्मार्ट
क्लास रूम बनेंगे; 10 नए कोर्स होंगे शुरू

लागत- 45 करोड़... इनक्व्यूेशन सेंटर, ई-लाइब्रेरी की सुविधा भी

एक्जिक्यूटिव रिपोर्ट | भोपाल

उच्च शिक्षा विभाग के अंतर्गत आने वाले प्रदेश के एक मात्र प्रोत्साहन के एक्सिलेंस इंस्टीट्यूट चर्चे में उच्च शिक्षा उपकुलपति संस्थान ने 10 साल का डेवलपमेंट और एकेडमिक प्लान तैयार किया है। इस दौरान संस्थान अपने कैम्पस की रेसिडेंशियल कैम्पस के तौर पर डेवलप करेगा। यहां स्टूडेंट्स के आवास उपसेक्टर, प्रोफेसर सहित नॉन टीचिंग स्टाफ को भी आवास की सुविधा मिलेगी। साथ ही एक टीचिंग ब्लॉक, इनक्व्यूेशन सेंटर तैयार होगा। 56 क्लास रूम को स्मार्ट क्लास रूप में विकसित किया जाएगा। इन सब पर पर अनुमानित तौर पर 45 करोड़ रुपए खर्च होंगे। इन 10 साल में 10 नए कोर्स शुरू किए जाएंगे।

संस्थान के संचालक डॉ. प्रवेश आग्रवाल का कहना है 10 साल का पूरा प्लान तैयार किया है। इस प्लान को बजट की उपलब्धता और राज्य शासन की छॉड की सहयायता के अनुसार कैबिन पर उठाएंगे। इसमें संस्थान की पहली प्राथमिकता अगले दो साल में 12.5 करोड़ रुपए लागत के मैनेजमेंट डिपार्टमेंट का भवन और इनक्व्यूेशन सेंटर बनाने की है। इसके बाद हॉस्टल की सुविधा बढ़ाने और टीचिंग व नॉन टीचिंग स्टाफ के लिए आवास की सुविधा विकसित की जाएगी। क्लास टीचिंग से पहले और बाद में प्रतियोगी परीक्षा के लिए अतिरिक्त क्लास आयोजित कराई जाएगी।

9 करोड़ से जी प्लस 3 स्टोरी का एक टीचिंग ब्लॉक भी बन रहा है

अभी 24 छात्रों पर एक शिक्षक- संस्थान में 24 छात्रों पर एक शिक्षक है। यही अनुपात इसे अन्य कॉलेजों से अलग बनाता है। यहां जूनी-पीजी कोर्स में कुल 3564 स्टूडेंट हैं। इसमें जूनी के 3244 और पीजी के 320 स्टूडेंट हैं। वहीं 143 टीचर हैं। इसमें 62 रेगुलर टीचर हैं।

यह 10 कोर्स किए जाएंगे
 शुरू-एमबीए, बीबीए, जॉर्नलिस्टिक (बुद्धिमान मैनेजमेंट का कोर्स), स्पोर्ट्स साइकोलॉजी, ग्राहक रिश्तेदार, इंटरनेट और थिंग्स, पुलिस साइंस, जस्टिस व बैचु प्रोडक्शन और संस्कृत में जूनी-पीजी कोर्स शुरू किए जाएंगे।

यह सुविधा भी बढ़ेगी

- आउटडोर गैम के लिए स्पोर्ट्स फाउंड को स्टोडियम के रूप में विकसित करने की योजना है।
- ई-रिसोर्स एक्सेस करने के लिए ई-लाइब्रेरी की सुविधा बढ़ाई जाएगी। यहां अभी 8 कंप्यूटर विस्टम हैं। यहां 50 विस्टम लगे।
- संस्थान में 9 करोड़ से जी प्लस 3 स्टोरी का एक टीचिंग ब्लॉक बन रहा है।

300-300 सीट के दो हॉस्टल
 अभी संस्थान में 100-100 सीट के दो हॉस्टल हैं। इनमें सीट संख्या बढ़ाने के लिए एक-एक स्टोरी बढ़ाकर इनकी क्षमता बढ़ाई जाएगी। 300-300 सीट के दो नए हॉस्टल बनेंगे। इससे कैम्पस में करीब एक हजार स्टूडेंट्स को आवास की सुविधा दी जाएगी। इसकी अनुमानित लागत 12 करोड़ रुपए है।

इन्हें मिलेगी कैंपस की सुविधा
 टीचिंग स्टाफ के लिए भी बीएचके फ्लैट के 40 आवास बनाए जाएंगे। शासन की सहजता से उनकी टीचर्स का क्विलेशन किया जाएगा, जो कैम्पस में बने आवास में रहने को तैयार होंगे। वहीं नॉन टीचिंग स्टाफ के लिए 20 आवास टू बीएचके फ्लैट की एक मांटी स्टोरी तैयार होगी। इसकी अनुमानित लागत 15 करोड़ है।



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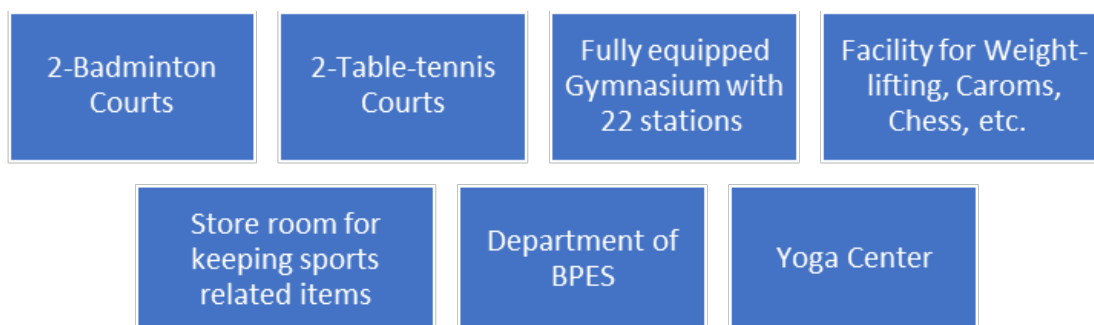
4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The Institute is committed to offering resourceful infrastructure for the holistic growth of students. It provides adequate facilities for cultural activities, sports, games (indoor and outdoor), yoga, and other student and faculty support amenities. Dr. V.S. Rai sports officer of the Institute, plays an active and vital role in imparting trainings, organizing sports activities/competitions within and beyond the campus. The playground in the Institute is used for inter-collegiate, inter-district, and inter-divisional competitions.

Indoor sports facilities:

There is a spacious indoor sports complex which consists:



Outdoor sports facilities:

- Multipurpose playgrounds on the premises are used for outdoor activities like Football, Cricket, Kho-Kho, Kabaddi, Handball, Athletics, etc
- Basketball-Court (Concrete surface)
- Volleyball-Court
- There are two open gymnasiums of 11 stations each, one is adjacent to the sports complex and another is in the girls' hostel.

Yoga facility:

There are two yoga centres in the campus, one is inside the sports complex, which is common for all the students & staff of the Institute. Area of yoga centre is 189.07 square meters, yoga begins at 8 o'clock in the morning. Yoga expert Dr Sabhakant Dwivedi (Associate Professor of Mathematics) guides the students and staff of the Institute.

Another yoga centre runs in the girl's hostel, where girls perform yoga under the supervision of yoga trainer Smt Kiran Shrivastava.

BPES department: Established in 2022-2023, offers a three-year BPES programme.

Different sports activities are organized in the institute as per the time schedule notified by the Department of Higher Education, Govt. of M.P. and the affiliating University.

Cultural Activities: The Institute encourages students to participate in cultural activities like dance, music, theater, literary, visual and fine arts. Multipurpose halls are available for students to organize and participate in co-curricular, cultural, and recreational activities. These halls have a seating capacity of approximately 100 students each. Of the three multipurpose halls, one hall named 'Conference Hall' is fully air-conditioned with a podium, permanent furniture, and PA system and is reserved for important activities like conferences, invited talks, literary competitions, staff meetings, orientations, FDPs, quality enhancement programs, etc. Two multipurpose halls, four spacious classrooms, and different plazas are actively used for freshers/farewell programmes, departmental fests, institutional clubs, NSS/NCC activities, blood donation camps, nukkad natak, national festivals, national voter's day, cultural exchange programmes under Ek-Bharat-Shresth-Bharat programme of central-government, and state-government sponsored Youth-Festival competitions, etc.

An open stage with sufficient seating capacity in the Commerce and Arts Block is used sparingly for large gatherings and the annual cultural program (TARANG). The availability of choreographers and professional experts to train and guide students for annual cultural-events is assured. The Institute provides aspiring musicians with musical instruments such as drum set, guitar, music system, tabla, triplet, and so on.

The Institute has efficient man-power (student-volunteers, teaching, and non-teaching staff), and substantial experience in organizing large events, hence the 'Swami Vivekanand Career Margdharshan Yojna' of the department of higher education entrusted us with the responsibility of organizing district-level career fairs for four years.

Henceforth, the Institute has adequate facilities for sports and cultural activities.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 1.37

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 01

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 50.1

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
337.33	737.91	35.58	348.85	789.08

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library services were fully automated in the year 2008 with SOUL3.0 ILMS of INFLIBNET, Web OPAC (2011), E-Granthalaya and augmented with barcode technology.

Name of the ILMS: Soul 3.0, Web OPAC, E-Granthalaya

Version: Network version

Year of automation: 2004

Nature of Automation: Fully Automated

Library is the backbone of the Institute with a rich collection of reference books (32196) and journals. It operates in a double-storey building that has a carpet area of about 1100 (sq mt) with Wi-Fi enabled facility, seating capacity of 300 users, and academic ambience in the reading halls. Library opens from 09:30 a.m. to 05:30 p.m. on working days and e-resources are available to stakeholders 24x7 virtually.

The various housekeeping activities of the library, such as data entry, issue and return, and renewal of books, member logins, etc., are done through the software. A barcode technology is used for different student/faculty related works such as the issue and return of books. There is a simple way for accession of books, the books are classified according to Dewey's decimal classification. The OPAC (Online Public Access Catalogue) service is also available allowing users to search the collection of books by title, author, publisher, and other criteria, etc. The books are barcoded, and all the users are given a unique barcode smart ID. Apart from the printed books, the library has access to e-resources of N-List, which is a part of the e-shodhsindhu consortium of INFLIBNET where the users are given access to browse and download e-books, e-journals, databases, etc. The new arrivals are displayed for two weeks on the display stand. User Orientation Programmes organised at the beginning of the session regarding various facilities, services, and resources available in the library. The library provides reprographic and internet service. Library has a dedicated server alongwith firewall protection. The Internet zone is equipped with 12 computer systems with good speed. For enhanced security, 16 closed-circuit cameras have been installed. Fire safety units are also available. An access control e-attendance system (e-SSL Time Track Lite) was bought in the month of October 2017 and is placed at the entrance of the library to help track the attendance of the members. Wi-Fi and LAN-enabled library premises provide fast and seamless access to the Internet and e-Resources for the benefit of academic pursuits and research work. The library has facility of 'Open Education Resource' on IEHE-portal through which students can search e-journal, e-books etc. Students/Researchers/Staff can also check their plagiarism by open source plagiarism detection tool. The library conducts a book exhibition by inviting local vendors and distributors and various prestigious publishers to promote reading habits among the students and faculty members.

Library has a web portal to provide all digital and electronic resources on one platform to facilitate the academic community.

Remote access: Web OPAC <http://117.217.123.132/webopac/Default.aspx>

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 6.84

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.52	4.41	8.68	9.43	9.15

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 15.69**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 564

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities****Response:**

Institute has ICT-Policy which is maintained and updated as per the guideline as well as allotted budget. IT facilities are the backbone of learner-centric, participative teaching-learning pedagogy. The Institution has a separate ICT-cell managed by:

Professor In-charge	•Dr. Sunil Mishra
Centre In-charge	•Dr. Amit Mandle
Programmer	•Mr. Devendra Singh
Assistant Programmer	•Mr. Jitendra Harodey
Computer Operators	•Mr. Neelesh Rajput & Ms. Somakshi Batham

ICT-Cell has a sufficient, effective infrastructure with an internet broad bandwidth of 100Mbps at present. Five desktop computers are installed in the ICT-cell with adequate infrastructure and software. The Institute has a policy of updating its IT infrastructure regularly. The ICT-cell asks for the requirement of each department, evaluates the technical specification, and moves ahead with the best and optimized technical specification, PCs are being replaced from old specifications to newer i5 systems, and bandwidth is also being updated to 100mbps from lower specifications. A separate language lab was set up in the Department of English. It consists of 19 computers with the necessary equipment and spoken learning software (WORDSWORTH). Institute have the following IT facilities:

Servers	Computer Systems	Notebooks	Smartboards	Projectors	Visualisers	Interactive Panels
Video Conferencing System	Media Centre	Lecture Capturing System	Multifunction Laser Printers	Photocopiers	Highspeed Laser Printers	Colour Laser Printers
Document Scanner	ID Card Printer	CCTV Surveillance	Fire Wall Protection	Central Computer Lab	Language Lab	Web Cameras
Handicams	Digital Cameras	Microsoft Licensed Software	NVDA Software	Softwares for Editing	Software for OMR Checking	Barcode Reader
FTTH Connection	Optical Fibre Network	LED TV	LED Display Board	Lecturn	E-Podium	Online UPS
Antiviruses Smartphones Mixing Instrument Amplifiers Biometric/Face Recognition System						

The ICT-cell of the Institute is responsible for providing IT facilities for the Institute and its maintenance. A central computer lab runs with the ICT-cell. It has sufficient infrastructure and computing equipment. Overhead projectors have been replaced by DLP and LCD projectors with cutting-edge visualization at the Institute. Microsoft Licensed Software MS TEAMS and Office-365 are purchased for students and faculty. NVDA software is used which helps visually challenged students in the field of learning and is updated regularly. Softwares such as TINA and SONNET are used by students of Physics and Electronics discipline for simulation and analytical experimental work. To augment Internet facility, we have wi-fi connection. For prohibition and authentic use of the internet, we have a security system Firewall, which is Agni Gate (**Model: Agni 3000**) for 300 users, and it renewed every three years. There is a separate Firewall Agni Gate (**Model: Agni 3000**) in Library for 300 users and is renewed every third year. It protects against unwanted and unauthenticated access. We have antivirus software for 150 plus computers through which computers are protected against harmful viruses. These antivirus programmes are installed on different computers throughout the Institute. For maintaining electric fluctuations we use UPS. Our website is also protected by SSL (Secure Sockets Layer), which is a protocol for establishing secure links between networked computers that provide https to secure our website from unwanted viruses. For security purposes, our Institute has online surveillance with 88 security cameras, the library has separate surveillance with 16 security cameras, examination cell also has 10 cameras, all of which have 2MP/3MP with clear night vision.

IT facilities are maintained by the general budget of the Institute. Major updates of last five years are as follows:

Pentium i3 systems are replaced by i5 systems.

Internet connection from 2mbps to 100 Mbps FTTH Connection.

We have provision of Biometric attendance of Staff/Students.

Note: Apart from the above mentioned, the Department of Higher Education GoMP under the scheme of MPHEQIP has sanctioned the funds (Rs 10 Crores for 100 HEIs) for the leased line of 50 mbps and other internet facilities. (OrderNo.1068/18RUSA/CC/22/38 dated 12/12/2022)

File Description	Document
Upload any additional information	View Document
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4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 14:1

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

File Description	Document
Upload any additional information	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: D. 1 of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 49.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
342.76	253.16	329.54	375.33	362.37

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The institution has a well-defined mechanism for the upkeep and management of its infrastructure and facilities. To serve this, various committees are formed at the beginning of the each session in which allotment of the work is defined. An estate officer appointed by the management oversees all maintenance activities and the repair of physical infrastructure. The Institute has its own staff of gardeners to take care of all horticultural spaces on the campus. The library is digitized and all books are managed using bar codes and an online inventory catalogue for tracking available books and reserving them is available for all.

Technical staff is appointed in the labs and faculty members keep a check on various facilities and its usage. Any intentional or unintentional damage caused by the students is taken strictly by the authorities of the Institute. The Institute's Code of Conduct sensitizes the students towards taking care of the campus and its infrastructure. The Institute strongly believes in the importance of safeguarding and managing excellent infrastructure. The Institute also ensures the holistic development of every student through freedom with responsibility.

The Institute ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the funds allocated by the General Council in its General Budget and grants received from various sources such as State Government, RUSA, World Bank assisted project MPHEQIP (Madhya

Pradesh Higher Education Quality Improvement Project) as per the requirements.

Laboratory

Record of maintenance account is maintained by lab technicians, lab in-charge and is supervised by HODs of the respective departments. Maintenance of laboratories are ensured as follows: The calibration, repairing and maintenance of sophisticated lab equipment in various departments are done by the technicians of related owner enterprises as per need.

Library

- **Book Selection Procedure:** The practice of organising 'Book Fair' in the Institute is a regular practice which helps the teachers to finalize the list of books.
- The list of books according to the requirement is collected from the HODs of the concerned departments. Books are purchased based on updation/revision of curricula, introduction of new courses, availability of new authors/editions and recommendations by the students/faculty members/subject experts. The finalized list of required books is duly approved and signed by the Director before placing the purchase orders.
- Library maintains the 'Suggestion Register' of students' feedback regarding requirement of books, which helps in upgrading the collection of books.
- Other issues such as weeding out of old titles, schedule of issue/return of books etc. are chalked out / resolved by the library committee.
- E-Granthalaya, fully automated cloud based 'Integrated Library Management System' developed by NIC adopted by the Institute, makes the library facility robust. Library maintains all the data regarding holdings for the students in E-Granthalaya, which helps students to access the books on their login-id 24x7 from far off place.
- The maintenance of the reading room and stock verification of library books is done regularly by library staff.

Sports

The maintenance of sports equipment and sports facilities are entrusted to the Sports Officer. The Institute has the regular feature of maintaining and updating the physical infrastructure as well as the activities of sports such as: maintaining the ground, purchasing the latest equipment for the gym, etc. of the advice/suggestions of the sports officer.

Computers

A centralized computer lab of ICT-Cell, two computer labs of Computer Science department, one language lab of English department alongwith the computers/notebooks present in different departments/office are available in the Institute for conducting IT related activities. IT infrastructure are maintained by the ICT-Cell of the Institute where a dedicated Technical Support Executive is appointed for hardware maintainence alongwith a programmer and operators. System administrator (IT-Incharge) is appointed in the ICT-Cell to manage the working and maintainence of IT equipments and the IEHE-portal. A senior professor (Convenor of IT committee) is authorised for supervising the daily activities of ICT-Cell.

The Institute has a well defined IT-policy to ensure the over all functioning of the IT related works. The

following procedures are adopted:

- In case of any IT related hardware problem, department has a provision to contact ICT-Cell, to inspect and repair accordingly.
- ICT-Cell maintains all the records related to the repair work.
- In case of major fault, a proposal is made in consultation with the department, technical committee of the Institute scrutinize it and recommends accordingly. After due approval sought from the Director, purchases are made as per govt rules.
- To keep the portal updated, software updation work is done by the programmer of ICT-Cell on a regular basis. As our website is hosted on State Data Centre (SDC), government of MP, updation at server end for database, etc is managed by IT professional of SDC on regular basis on weekends.
- CCTV facility is managed by staff appointed in ICT-Cell where minor issues are handled related to surveillance. Major issues are managed through the technical experts of related company on lodging complaint.
- Various application softwares are designed and managed by ICT-Cell, Like - Student Admission, Record Keeping of Students and Employees, Pay roll, Continuous Comprehensive Evaluation (CCE) Module, etc.

Classrooms

- At the departmental level, HODs submit their requirements to the Director regarding classroom furniture and other requirements. Furniture, equipment and other material are procured as per the provision of Madhya Pradesh Store Purchase Rules.
- Administrative officer, HoDs and the office take charge of students' academic requirements.

Additional Information

Department wise annual stock verification is done by the Stock Verification Committees constituted by the Director of the Institute.

Regular maintenance of IT related equipment is done by the dedicated IT Cell of the institute through IT In-charge and trained technicians.

Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns is done by Institute's concerned employees.

Campus maintenance is monitored through regular inspection.

Upkeep of all facilities and cleanliness of the environment in the hostel is maintained through Hostel Monitoring Committee.

Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband on need basis.

Development and updating of software are done by the in-house IT team.

Maintenance of wooden furniture, electrification, and plumbing are taken care in the campus by the employees identified for the same.

Regular maintenance of the water cooler and water purifier is ensured by the Estate officer/Head Clerk.

File Description	Document
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Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 55.98

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
2094	2192	2044	1681	1093

File Description

Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Upload any additional information

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Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 2.52

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
89	65	79	82	84

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 99.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
3150	3392	3925	2988	2502

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

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

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

Response: 10.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	51	60	80	154

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 21.2

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 243

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	36	27	19	24

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
40	36	27	19	24

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 61

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
30	05	16	08	02

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

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

Response:

As a premier institution nestled in a culturally rich and developing city Bhopal, the Institute for Excellence in Higher Education upholds high standards in giving a voice and leadership platform to students, through representation in various cultural, academic and social committees. As an academic institution, we believe it to be our responsibility to encourage students in a host of activities ranging across diverse fields of academics, art and craft, finance, literature and social welfare.

- **Tarang** - Every year, a structured committee led by students under the guidance of our staff, organizes the most awaited cultural event of our institution - 'TARANG', which symbolises a happy amalgam of our diverse cultural roots.

- Tarang fest encompasses on-stage events such as mime, drama, solo and group classical dance, solo and group song. It also includes various off-stage events such as face painting, clay modelling, poetry and creative writing, debates and painting competitions.

- Social and cultural activities has given a platform for young students from across the state, including villages to display their craftsmanship while also allowing them to explore new dimensions of creativity. The last day of Tarang is a much-awaited occasion for students to self-display the traditional outfits and is a sight to behold, for it richly represents India's diverse cultural and clothing heritage.

- **Yuva Utsav** - Our students have also had the honour of representing not only the Institute, but also the state of Madhya Pradesh in several national level competitions such as the Yuva Utsav, hosted by the Ministry of Youth Affairs and Sports.

- **Student-led magazine Yuyuts** - The Institute publishes the annual magazine 'YUYUTS' that encourages students and staff to write stories, poetry and experiences.

- **Ek Bharat Shrestha Bharat** - Under this initiative, Institute proudly hosted a team from states of Manipur and Nagaland, displaying a multitude of cultural facets, iconic architecture and food culture of

Madhya Pradesh. Institute also hosted a Manipuri dance workshop as well as displayed documentaries, food tasting, learning Manipuri language and quizzes on the cultural diversity of the three paired states.

- **IQAC** - Our students actively participate in all activities of IQAC, and attend quarterly meetings.
- **Board of Studies (Alumni representation)** - Our alumni from both graduate and post-graduate levels of various departments contribute to make teaching pedagogy wholesome and contemporary through their expert suggestions and active deliberations in the Board of Studies meetings.
- **Other Clubs and Committees** - The students of the Institute are active participants of the following committees such as, Hindi Literary Forum, Entrepreneurship Development Cell, Womens' Cell, NCC, NSS, Sports Club etc.

The student activities of IEHE span a broad spectrum like conferences, college fest, placements, hostel and mess committees, publications, social work, cultural heritage and human welfare. Various committees with multiple leadership opportunities help students network with professionals, industry experts and students from other disciplines and universities which explore varied interests and manage finances. These student-run representative bodies, demonstrate holistic development of students and enhance the overall diversity at IEHE.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 29.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
32	16	35	32	34

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Alumni Association is the treasure trove of the Institute's human resources which generate an active, supportive and collaborative alumini network which is pivotal to the institute's development and strive to foster a strong relationship since 2001. Our alumni are associated with premier organizations of national and international fame by offering career guidance to institute's junior aspirants. They remain connected by way of active participation in Tarang fest and Degree Distribution ceremony which is the most coveted program for alumni. The preparation of Alumini Directory is in the pipeline.

The aim of establishing a dedicated Alumni Association is to develop and maintain long-term relationships with our esteemed alumni working in various fields. The Institute hosted a departmental online alumini meet during the previous academic session. The Economics department invited Shubham Agarwal, IPS, UPSC-2020 (AIR 153) for addressing and encouraging students of IEHE. Damini Diwakar, IAS, who secured AIR 594, UPSC-2020 was also invited for an online mentoring session.

On 7th May 2022, the members elected the office bearers of the Alumni Association followed by the oath taking ceremony. Various Office bearers are:

- Mr. Sanat Shrivastava - President
- Ms. Natasha Gogia & Ms. Meenu - Vice Presidents
- Ms Asawari Sawarikar Sharma - Secretary
- Mr. Rishabh Ahuja - Deputy Secretary
- Mr. Kanak Ahuja - Treasurer

The voting process was conducted both online and offline mode. The newly elected office bearers have assured to work in sync with their alma mater to provide guidance and employment facilities to the students. The registered Alumni Society also holds an active PAN number.

<https://www.iehe.ac.in/Alumni/AlumniHome.aspx>

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

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

Response: E. <2 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institute's focus and core ideology is reflected in its Vision, Mission & Objectives.

Motto:

विद्यया विन्दते अमृतम्

Learning bestows the nectar of life.

(Taken from "Ken Upanishad" Part-II, Verse-IV)

Vision: To accelerate quality and excellence in Higher Education at the global level.

Mission:

- The institute aims to serve as a hub for excellence in higher education, enabling students to compete with the outer world.
- It focuses on strengthening academic knowledge through innovative, interactive, and interdisciplinary approaches in learning and augmenting research, soft skills, and hands-on experience for employability across the globe.
- It intends to strive for the holistic development of students by imbibing cultural, ethical, and social values.
- It also emphasizes on analytical activities by seminal strategies with emerging technologies and the latest infrastructure to create accessibility and equity for aspiring learners from demographically diverse backgrounds.

The Institute is autonomous and is managed by 'The Institute for Excellence in Higher Education Society', Bhopal, registered under the 'Society Registration Act 1973' and has been recognized by the UGC in July 2002 under 2(f) & 12(B), of the UGC Act 1956. The Establishment Memorandum (Pratishthan Gyapan) clearly defines the objectives of establishing this institute and the constitution of various councils i.e., the General Council, Executive Council, Academic Council, Board of Studies, and the Finance Committee.

The policies are laid down by the General Council headed by the Hon'ble Minister for Higher Education,

and the Executive Body headed by the Additional Chief Secretary/ Principal Secretary, Government of M.P. Higher Education Department.

Autonomy in academic, administrative & financial matters has given the Institute the privilege to take decisions as per the need of time and society and make incremental changes setting new benchmarks and getting an edge over the other institutes of the state.

The detailed constitution and functions of these bodies are stated in the Pratishtan Gyapan. <https://www.iehe.ac.in/RTI/GreenBook.pdf>

PARTICIPATION OF THE TEACHERS IN THE DECISION-MAKING BODIES OF THE INSTITUTION

Faculty are involved in all decision-making bodies of the institute namely;



The HODs and all the faculty members in the department are represented in their respective BOS. Most of the faculty members are also members of various other committees which are indicative of their participation in the decision-making bodies of the Institution.

Governance Benchmarking Exercise was undertaken by IEHE

The Higher-Education-Governance-ScreeningCard (HEGSC) is a benchmarking exercise that IEHE undertook on a voluntary basis to assess the ranking of the institution's score which can be interpreted as an indication of the Institute's situation vis-à-vis one of the global trends in governance practices, and *not* as a performance score. (https://www.iehe.ac.in/IQAC/pdf/doc_2022.pdf)

The HEGSC uses five dimensions that together capture the multidimensional nature of governance:



The governance of the institution is reflective of collective leadership in this centre of academic excellence which can encompass and articulate global concerns while retaining its regional roots. It seeks to achieve a wholesome synergy between academic practices, social empathy, cultural proclivities, and co-curricular

responsibilities so that all stakeholders may benefit and students particularly, may develop their fullest potential.

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

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The institution practices decentralization and participative management as its administrative & academic structure is designed in a manner to take decisions by participation.

The Director is the Administrative & Academic Head, followed by the Administrative Officer, Head of the Departments, and Convenor of Committees/Cells/Clubs. The Drawing Dispersal Officer (DDO) Dr. Ajay Mishra (Professor, Department of Commerce) was entrusted with the responsibility of financial matters related to permanent staff, appointment, and payment of outsourcing employees (till 12/05/22).

The Director assigns all the academic and non-academic decisions based on the policy matters approved in GC & EC to the heads and convenors. HoDs conveys the policy matter in the departmental meeting, followed by discussion with faculty members, frame plans & strategies and after approval of the Director execute them. The same procedure is adopted by the convenor of the Committees/Cells/Clubs, here student representatives' suggestions are duly incorporated.

Student participation is ensured in all these committees by nominating two students for each committee. Additionally, whenever the orders of the government are issued in the middle of the session for specific events like – Career Fairs, Yuva-Utsav, etc. new committees with students' representation are formed.

Case showing decentralization: Administrative-Officer

The Institute has a hardworking & versatile **Administrative-Officer** (Dr Manoj Kumar Shukla) with proven organizational skills and thorough knowledge of institutional policies and procedures who works as the link between the Director and the Staff. His duties include:

- **Inspection and checking of Teachers' diaries and Attendance register:** The teaching staff submits their teaching diaries and attendance register duly filled and verified by the concerned Head of the department to the administrative officer by 05th of every month. The administrative officer makes sure that the entries are correct and takes note of every minute detail.
- For the even semester of 2022-23, the administrative officer has suggested the IQAC cell to include the ICT tools/teaching resources & techniques/teaching methodology in the proposed online submission of Teachers' Daily Dairies.
 - **Court Cases:** The court cases related to the institute are handled and looked after by

nominated officer Dr. Manoj Kumar Shukla. He was appointed as a member of the committee constituted by the MP Higher Education, Satpura Bhavan, Bhopal for resolving court cases of MP.

- **Finance Committee:** The administrative Officer is also a member of Finance Committee
- **Guest-Faculty:** Administrative Officer looks after the matters related to the guest- faculty :
- **Appointments-** Strict adherence to the government rules concerning the guest faculty appointment is observed by the administrative officer. All the documents (NET/SLET/Ph.D./teaching experience) are duly verified by the concerned HODs and then forwarded to the Administrative Officer for his endorsement.
- The **number of classes** allotted to the guest faculty has to be in accordance with the Government rules. Attendance registers and daily dairies are cross-checked regularly.

This process of decentralization enables us to reorient organizational culture, and thin out the official hierarchy. It extends opportunities for teachers as well as students to contribute profoundly to enriching the decision-making process and thereby nurturing greater democratic professionalism in the institute.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic planning of the institute includes the process of setting goals, deciding on actions to achieve those goals, and mobilizing the resources needed to take those actions. The plan also takes into consideration analysis of current obstacles and future opportunities and envisages the direction towards which the institute should move to achieve its set goals and objectives.

Successful implementation of NEP

The Institute had taken up an initiative to transform education policy that would propel our students to compete in a rapidly changing world. With this objective in mind, we designed and developed the curriculum to start the CBCS system. Implementing of CBCS system is required to bring a definite change in the mindset of teachers/students and all stakeholders. Several meetings were held with the faculty and suggestions were invited for the CBCS. As a follow-up and as per the UGC guidelines for CBCS (2015) and the recommendations of the NAAC visit of 2016 the draft of the syllabus was designed taking into consideration the objectives of CBCS. In the session 2017-18 the draft was prepared and approved by the

Academic Council (meeting No 29 dated 12/05/2018) and then forwarded to Barkatullah University (BU) for approval. This exercise was a blessing for us as we were partially ready for NEP 2020 and thus, we could implement it successfully.

The institute has designed the draft and syllabi of the UG program as per the “Guidelines for Multiple Entry and Exit in Academic programs offered in Higher Education issued by UGC New Delhi under National Education Policy 2020. Dr. A.P. Khare, Professor of History, IEHE was in the core committee for the implementation of NEP in MP. In adopting NEP, the Institute’s primary aim was to make it easier to set up new quality of higher education which will be at par with global standards. The scheme for internal evaluation required the formation of a committee headed by IQAC convenor Dr. Anuj Hundet who designed and developed the microstructure for implementing CCE under UGC guidelines of Nov 2019, duly approved by the Academic Council. The road map toward implementing NEP involved:

- BoS (July 2021) – Online Meetings (*Drafted syllabi based upon CBCS-Honours of UGC for NEP structure defined at Institute Level*)
- BoS (Sept 2021) – Offline Meeting (*Drafted syllabi based upon LOCF of CBCS-Honours courses of UGC for NEP structure defined at Institute Level*)
- Centralized Ordinance No **14A of NEP notified on 03.11.2021**
- BoS (Nov 2021) – Offline Meeting (*Drafted syllabi based upon LOCF of CBCS-Honours courses of UGC for NEP structure define as per Ordinance 14A*)
- Academic Council Meeting Dt. 30/11/2021.
- CCE Rules framed under Autonomy (IE 40%)
- Orientation lecture on the “Skill Enhancement Course” under NEP 2020 was organized for students of BA, BSc, and B.Com (900 students) from 16/06/2022 to 18/06/22.
- Teacher/official staff training.
- Involving all stakeholders and taking their suggestions.
- Formulating legal policy for Examination under NEP.
- Regulatory and institutional mechanisms.
- Examination - Rules/mark distribution/paper setting/results.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Organogram of the Institution:

- The Institution has a well-organized structure to carry out administration.

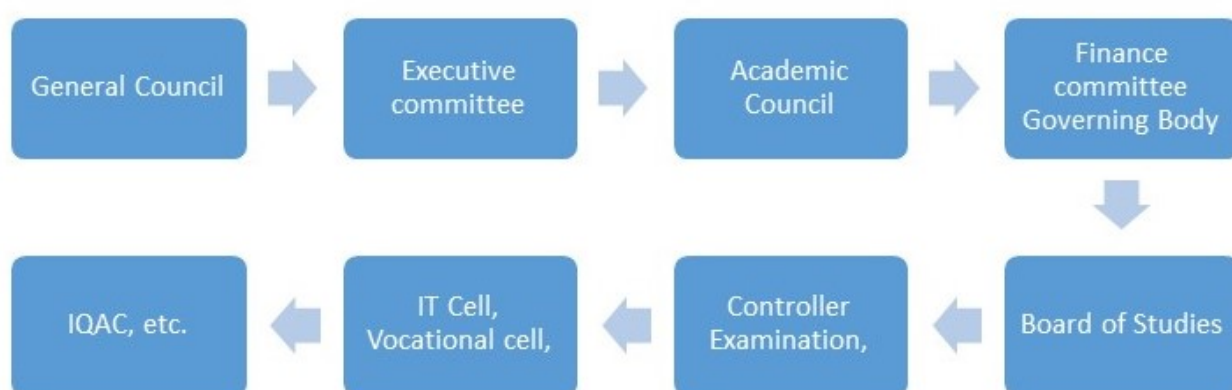
- The Organogram of this institution is given in Annexure 6.2.2.
- On policy matters, decisions are taken at the top level (GC, EC) with due consultations and are communicated to Director. For the proper implementation of policies, the Director conveys these decisions to HODs, the Convenor of committees & students.

<https://www.iehe.ac.in/PageContent.aspx?ID=En&PID=oxm+AGYZZq4sV/qu66wE+oX8CR34VvI4BMox2TiPo6c=>

- Appointments and service rules are in accordance with the Government of M.P

Various committees and their functions

The Institute has different decision-making bodies namely:



General Council – The General Council is the Supreme Assembly (Body) of the institute.

The policies are laid down by the General Council headed by the Hon’ble Minister for Higher Education,

Executive Committee – The Executive Body headed by the Additional Chief Secretary/ Principal Secretary, Government of M.P., Higher Education Department. The committee is the leading body that links all the other committees. Service rules related to teaching and non-teaching staff are decided by the council.

Academic Council – Recommendations of various Boards of Studies are considered and approved by the Council and it establishes a link with the university to get the syllabi approved.

Finance Committee - The Committee examines the accounts and scrutinizes proposals for expenditure by fixing limits on the total recurring and non-recurring expenditures based on the income and resources of the Institution.

UGC Governing Body - The procedure for establishment of the UGC Governing Body is being followed however the institute’s UGC (autonomous) cell has been framed as per the norms and functions accordingly.

IQAC is an effective and efficient internal coordinating and monitoring mechanism having 09 committed

members from different departments.

Institutional Committees - Various committees have been constituted for the smooth functioning of the institute.

<https://www.iehe.ac.in/PageContent.aspx?ID=En&PID=oxm+AGYZZq4sV/qu66wE+i2xxw0+SPCI5YXkGi0enC4=>

A bottom-up information flow concerning feedback related to various programs, research, and extension activities of the institute. The feedback received is reviewed and discussed first at the department level, then by the Board of Studies, and finally by the Academic Council. These resolutions are then conveyed to the Executive Council, The General Council, and the UGC Governing Body (Autonomous) during their scheduled meetings.

The Academic Committee chaired by the Director and HODs meets once a year for the effective implementation of the policies approved by the BOS. The Director is the member secretary of the Institute for Excellence society registered under the 1973 Act.

Each department in the institute is headed by a Head of the Department who in turn functions by taking guidance from the Director and Board of Studies which formulates the curriculum for the undergraduate and postgraduate Programs.

Support facilities are provided for the smooth functioning of the institute by:



All these committees function under the overall guidance of the Director. Various other committees like Internal Complaint Committee and the CCE Monitoring cell are constituted to review the grievances and suggest suitable remedial measures. Non-Teaching staff namely the Head Clerk, Accountant, and office staff look after the establishment-related affairs, accounts, and financial records of the institute.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The Institute has effective welfare measures and avenues for career development for the faculty and non-teaching staff. Besides intellectual and professional development, it also offers financial and health benefits for its employees. Professional development is ensured through participation of teaching and non-teaching staff in various trainings, workshops, seminars, etc. organised by RUSA State Project Directorate & World Bank (Scheme), Department of Higher Education, Government of MP:

Mandatory programmes for newly appointed faculty members:

Induction (Introductory Training Program)

Orientation Programme

Refresher Courses

Training programmes for in service faculty members:

Basic Teaching Skills	Use of SMART CLASSES	Basic Computer Training	Advanced Computer Training	Faculty Development Programs	E-Content Development
Training for Placement Officers	NAAC Accreditation	IDP Preparation by World Bank	NIRF Training	Direct Training Skill (DTS)	Design of Training (DOT)

Training programmes for Non-Teaching Staff:

Administrative Training of Principals	Gem Procurement	MP-Tender Procurement	IFMS Training	e-HRMS	Office Automation / e-Office
Purchase Rules	e-Granthalaya	Budget-related Training	Training of Lab Technicians	Financial Software Tally	

The faculty is encouraged to make academic advancements and supporting staff are encouraged to update their administrative skills. The management ensures the wellness of its employees and enables them to optimize their potential. The Institutes's employee-friendly attitude has led to increased productivity, lower instances of absence, retention of talented employees and attraction of new ones, happier workers, and a generally more engaged workforce. Welfare schemes have created an efficient, healthy, loyal, and satisfied workforce for the institute. Activities related to welfare measures for Teaching and Non -Teaching staff include:

Teaching Staff:

- Gratuity and pension for the staff as per government rules
- Encashment of earned leaves at the time of retirement
- Timely disbursement of salary /arrears & other encashments
- Casual leave, medical leave, study leave, full paid maternity leave, and sabbatical leave, etc.
- Duty leaves for academic programs like lectures, workshops, FDPs, Refresher courses, Orientation programs, etc.
- Electronic Service Book
- Official email Id support
- Group insurance
- Free participation in all in-house FDP
- Permission to participate in Refresher courses, Orientation Programs, Computer training programs, etc.
- Unlimited access to books in the library, INFLIBNET/NLIST
- Research centers/computer labs for research-related work
- Wi-fi support on campus
- Annual get-togethers, Holi Milan, New year Parties, farewell parties, etc.
- Free publication of research paper in *Yuyuts, The Quest, Inspire*
- Canteen facility for teaching/non-teaching staff & students

Non-Teaching Staff:

- Medical reimbursement
- Leave encashment
- Group insurance
- Loans from GPF
- Maternity benefits
- Child-care leaves
- Retirement benefits
- Vehicle advance allowance
- Uniform allowance to class IV employees

Support services include:

- Photocopy shop
- Stationery shop
- Free health check-ups
- Blood donation camps
- Free Vaccination drive
- Internal complaints committee
- Clean drinking water
- Free parking facility
- Indoor/outdoor gymnasium

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

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

Response: 6.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	18	5	2

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

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

Response: 11.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	02	05	11	07

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 43.48

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
105	126	26	34	21

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial planning serves as the main tool for setting up an organization's goals, moving along with the objectives of the institution taking into consideration its financial requirements. It also supports the action plan of the organization. For this purpose, the institution plans and accumulates the right amount of funds by gathering the inputs and requirements from its associated departments. Internal and external audits are being done regularly. Proper maintenance of records and accounts is done in the institute as per the M.P. government rules.

Internal Audit

Internal audit is a continuous process that is conducted after every financial transaction, whereby the institute itself carries out the initial stage of the internal audit. In the initial stage, the officer in charge scrutinizes and verifies the financial data. This is again scrutinized by the Finance Controller, Deputy Finance Controller, and the Director for clarity, authenticity, transparency, and financial accuracy. Income/Expenditure is closely monitored by Director and the Section Officer (Accounts). The Institution is liberal, yet follows the strategy of restraint as far as expenditure is concerned. The proper procedure for purchases is adopted as per government guidelines through GEM (central govt) and e-Tender MP. Quotations are called for and prices are compared. The Institution has formed a Purchase /Technical Committee for the purpose. Corrections are made based on the audit report and clarifications sought by the concerned authorities are submitted as an audit reply.

External Audit

The main objectives of the external audit are:

- To determine the accuracy and completeness of the accounting records of the institute.
- To assess those financial records prepared by the accounting work.
- The accounting statement presents the financial status of the institute.

The external audit is conducted once every year after the completion of the financial year by the independent Chartered Accountant along with his team. External Auditors have been appointed by the

institution as per the statutory requirement. The External Auditor conducts the audit by the Generally Accepted Accounting Policies. The bills and vouchers of the revenue expenditure are thoroughly checked. The vouchers and proper records with the concerned Department of capital expenditure are also checked and verified.

Departmental Purchase Registers/Stock registers/Issue registers are physically checked. The Utilization Grant Certificates are also audited by an external auditor. Statutory external audits and assessments of Income-Expenditure and Receipt-Payment are also done by external auditors. The audit objections/compliance, if any, are handled by the Accounts Department. The Director certifies the financial status of the institute duly signed by the CA.

Audit by Accountant General of M.P (AGMP Gwalior)

An audit by the Accountant General of MP is conducted once in five years. It is a rigorous process where income and expenditures are thoroughly checked. Every bill/voucher is scrutinized and cross-checked.

The mechanism for settling audit objections-Objections raised during audits are settled by providing proofs and documents related to the objection. Before the next audit, the institute ensures that all objections are removed.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

The institute has set procedures for the mobilization of funds and optimal utilization of resources and all the guidelines issued by the Department of Higher Education as well as the State government are strictly followed. Financial planning serves as the main tool for setting up an organization's goals, moving along with the objectives of the institution taking into consideration its financial requirements. It also supports the action plan of the organization. For this purpose, the institution plans and accumulates the right amount of funds by gathering the inputs and requirements from its associated departments. Maintaining documentation and the financial record entered in stock registers is audited by the Internal committee.

Optimal Utilization of financial resources:

The institute has a Planning and Evaluation Committee, Finance and Budget committee, Fee and Accounts committee, and Purchase Committee which help in the preparation, division, allocation, and utilization of funds. The committee for Finance and Budget seeks proposals from all the departments, after assessing the proposals, the budget is prepared and forwarded to the Finance Committee and the Executive Committee for approval. Once approved the budget is then placed before the Executive Council for final endorsement. The utilization of these funds is ensured through financial auditing at the end of each financial year

Optimal use of financial resources is ensured through strict budgetary control on expenditure as per available provisions. The optimization is also achieved by making all purchases through a central purchase committee, which calls for quotations and tenders depending on the amount involved and total transparency is ensured. The Purchase Committee decides the policy and procedure for purchasing all necessary items. Each item is purchased by comparing a minimum of four quotations received from different vendors. All purchases are done through a tender system. Every transaction is supported by vouchers. All the collections are deposited in the bank and all expenditures, recurring and non-recurring, are made through Cheques/Electronic mode. Only authorized persons by management can operate the transaction through the bank. The accounts are done by Tally Software, so all the entries can be monitored by the concerned authorities. For every financial transaction, proper permission is taken from the Director of the institute. Optimization is done in all expenditure activities of the institute:

Infrastructure: The infrastructure is planned beforehand and only the requisite construction work is done. Expansion of the infrastructure includes Academic Buildings, libraries, Hostels, Administrative blocks, canteen, etc.

Campus Development: Campus development includes the construction of roads inside the campus, providing electricity and water, laying/renovating sewerage lines, plantation, etc.

Apart from the above, the financial resources are utilized for providing the following facilities:

- Central Library: Purchase of books/journals catering to the needs of faculty and students.
- Equipment: Need-based equipment is purchased for laboratories, special office equipment, and modern teaching aids like Multimedia Projectors, etc.
- Student Amenities: Such facilities include a canteen, a common room for girls, etc.
- Cultural activities: Academic fests, Annual functions, Departmental fests, etc.
- Number of national and international seminars/conferences/workshops/guest lectures/field trips and industrial visits are organized for students.

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

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes. IQAC spearheads a quality system for conscious, steady, and catalytic programmed action to improve the academic and administrative performance of the institute.

Case study-1: Local Chapter of NPTEL

Swayam is a program initiated by the Government of India and designed to achieve the three cardinal principles of Education Policy viz; **access, equity, and quality**.

IQAC initiated the NPTEL local chapter in the institute under the leadership of Dr R.K Shrivastav (Deptt of Chemistry). For the promotion and awareness regarding the NPTEL courses, information is displayed on the institute noticeboards, Whatsapp groups, and the institute's website. As a follow up the NPTEL chapter was established in the month of September 2017. Since its inception, thousands of students have enrolled in various courses for the preparation of competitive examinations /soft skills/blended and advanced learning programs.

The enrolment and learning from these courses involve no cost, however, the students have to pay a nominal examination fee, and 50% of the examination fee is waived for ST/SC/Physically handicapped and economically backward students.

Various faculty members have also enrolled and completed the course and are now contributing as mentors to the courses.

NPTEL courses provide students and faculty a platform to update their knowledge by listening to the lectures delivered by the faculty of IITs /IISc and getting certified by participating in online courses and assessments. As the result of hard work and dedication, our Local Chapter has been graded "A" and placed at 59 positions among 1800+Local Chapters nationwide in July 2018. In the following years, the institute has been graded as an "Active Local Chapter".

Case study-2: Institutional Linkages (MOUs)

To enhance and promote academic activities between institutions, IQAC motivated the departments to enter into MOUs with reputed institutes. The main objectives of these MOUs are :

- To establish mutually beneficial collaboration in academics & research
- To organize joint programs like conferences/symposia/ publications/faculty development programs etc
- To organize student participation in fests/quizzes/debates /workshops.
- To jointly develop skill development courses for students.
- To organize student exchange programs and visits Two noteworthy MOUs worth mentioning here are-

The institute's MOU with **Space Physics Laboratory, Vikram Sarabhai Space Centre ISRO Thiruvananthapuram** shall facilitate space-based technologies for societal application and help monitor the space weather impact over the equatorial anomaly zone through a science project "Indian Network for Space Weather Impact Monitoring (InSWIM) and the Indian Coherent Radio Beacon Experiment (CRABEX). Our institute shall also receive technical and financial support for establishing the "Upper Atmosphere Science Laboratory" at IEHE, Bhopal.

The MOU between **Regional Centre for Urban & Environmental Studies, Lucknow** witnessed some noteworthy activities like sharing knowledge-based services for urban management including planning/design of urban facilities/training capacity building programs and building research & development in the field of urban development.

IQAC has made earnest efforts to evolve the necessary mechanism and procedure to ensure the timely, efficient and progressive performance of academic and administrative activities of the institute.

File Description	Document
Any additional information	View Document
Link for 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

During a span of 5 years post 3rd cycle of NAAC accreditation the institute has moved from conventional methods of teaching to blended teaching/learning methodologies. During 3rd cycle of NAAC, we were focusing on lecture modes through chalk and board and PPT and on regular practical demonstrations. From

2017 to 2022 institute has escalated from teacher-centric to learner-centric mode. IQAC has organized training and initiated the infrastructure drives for smart classrooms and capacity-building programs for teachers and students. In the present academic session, most of the faculty is using ICT tools, the shift is towards participative learning and the evaluative mechanism has evolved from rote learning to analytical & skill-based. To name a few:



Apart from these initiatives IQAC consistently works on improving the teaching-learning process and supports Outcome-Based Education (OBE) in all programs of the institute. Program-specific outcomes and course outcomes are prepared by each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and other stakeholders. Outcome-based education aims to create a student-centric learning environment at the course level including curriculum and training.

The POs, PSOs, and COs attainment is measured every semester for the last two sessions. IQAC informs the departments for low attained programs and subsequently, the departments make efforts and plan activities to improve the attainments which help in improving the employability of students. Cross-cutting issues like Gender, Environmental sustainability, Human Values Professional Ethics, etc. find ample space when it comes to applying them positively into the curriculum.

The IQAC has regularly convened meetings; it has submitted the AQARs to NAAC promptly; it has collected feedback in appropriate forms from different stakeholder categories, analyzed the same, and used it for qualitative improvement; it has organized Academic and Administrative Audits and has initiated follow-up action as per the suggestions and recommendations of the eminent evaluators.

IQAC plays a pivotal role from devising strategies to improving the teaching-learning process at the institution. Through measures such as increased use of ICT, expanding the scope of the library, transforming it into a multivalent knowledge portal, and signing MoUs with research institutes to redefine the boundaries of a vitalizing, meaningful, and holistic education, the IQAC has been a proactive player in the overall benchmarking process. The following initiatives are taken by IQAC:

Strict adherence to the academic calendar

The Course Outcomes and Programme Outcomes are evaluated

Class test/quiz/open book examination

Project work/Assignments/dissertation

Some more initiatives include:

- Presentations/classroom teaching/role plays
- Participation in academic fests/cultural fests
- Providing online study material/sharing of links/lectures
- Timely redressal of student grievance
- 75% attendance compulsory
- Remedial classes/tutorials
- Invited lectures/seminars/symposiums/workshops/ Faculty development programs
- Industry visits /on-the-job training
- Regular Board of Studies
- Placement cell initiatives
- Internal Academic and administrative audit for the last three sessions
- External AAA for the sessions (2019-20&2020-2021)
- Feedback mechanism
- Orientation programs
- Regular meetings of IQAC/ Documentation of various programs
- Registration of Alumni Association
- Automation of Admission Processes / Examination Processes
- Curriculum Development Workshops in many subjects
- Green initiatives on Campus – tree plantation, Biodiversity Park, Biogas plant, solar power plants, etc.
- MoUs with prestigious Institutes, Universities, Govt. agencies
- International student exchange programs
- Application for NIRF, NBA Certification

Two practices

1. Professional development of Faculty-

IQAC is a significant administrative body of the institute responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan & supervise different activities to increase the quality of education.

IQAC has motivated the departments to conduct different programs like webinars/seminars /FDP/workshops etc. It is worth mentioning that during the last two years of the pandemic various trainings for faculty development were held by IQAC to initiate and implement e-learning. Such programs were initiated and conducted by IQAC to encourage and motivate faculty for research-based teaching and learning.

As a result, several Faculty development programs were attended by the faculty during the last five years. IQAC members are not only involved in in-house training but also believe in sharing knowledge with other institutions on various topics (Digital Initiatives of MHRD, smart teaching, e-content development, communication skills, leadership skills, etc.) The central objective of IQAC is to continuously monitor and if required, enhance the internal processes to ensure qualitative performance.

IQAC also guarantees the consistency of the decisions of different committees formed for the smooth functioning of the academic process. Professional development programs for faculty can help teachers to develop knowledge and insight.

2. Online quiz

Link for online quiz-

Various online quizzes have been held to motivate students to complete the assigned readings, increase participation in class discussion and improve performance in examinations for material covered both on the quizzes and in class.

As e-learning quizzes are meant to track, report, and evaluate learning processes, IQAC specifically recommends the use of Online quizzes in the institute. These quizzes are beneficial for both educators and learners and also help the students to stay focused and keep moving forward.

The faculty was given a detailed PowerPoint presentation on how to make quizzes and upload them on the portal. IQAC team extended full support to the faculty for using the quiz as a teaching strategy and cementing long-time learning.

The use of online quizzes allowed the teacher to have significantly more time for in-class active learning and generated more lively and in-depth class distinctions as students typically read the teaching material before class to perform well in the online quiz.

Students were very positive about the online quizzes in terms of ease of use, ability to learn the course material on a timely basis, and preparation for both quiz and comprehensive exams.

IQAC attempts to chisel out the total quality of teaching and learning through persistent efforts and focus on imparting quality education. Regular inputs to all departments based on student feedback are given by IQAC.

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

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed

and used for improvements

2. Collaborative quality initiatives with other institution(s)

3. Participation in NIRF

4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Institute for Excellence in Higher Education believes in gender equity and educated girls are an asset not only for the Institute & family but also for the entire society. The Institute has an active gender sensitization action plan which focuses on no discrimination of any sort on the gender basis. The Institute has the following provisions such as:

- **The Admission Policy:** All applicants are given equal opportunity for admission in the Institute as per guidelines of Department of Higher Education, Government of MP and no discrimination will be made on gender basis.
- **Gender Sensitization Policy:** The Institute has a well defined gender sensitization policy which is implemented sincerely.
- **Curriculum:** The syllabi of many subjects include the topics related to gender sensitization and equity (e.g. Sociology, Psychology, English, Clinical Nutrition & Dietetics and Political Science).
- **Women Cell:** The Women Cell of the Institute takes action for the safety, security and dignity of the female students. Sexual Harassment Prevention committee is also functional as per government directives. Students are oriented about the equity through different activities like lectures, debates and celebration of women's day.
- **Lalima Yojna (Government Scheme):** The committee for the implementation of Lalima Yojna was constituted on 05/09/2017 as per the government instructions which aims at spreading awareness about health issues of girls arising due to deficiency of iron.
- **Secured Girls' Hostel:** The Institute has totally secured and protected 107-seater girls' hostel in the campus, two girls common rooms with attached washrooms having sanitary pad dispensers and other necessary facilities.
- **Medical Facility:** Dr. Hemlata Mandloi, senior government doctor visits on regular basis to look after the health related problems of hostellers. Free medical checkup is a regular practice for girl students.
- **NCC and NSS:** Institute has girls wing of NCC and NSS, where they participate actively in all activities with full enthusiasm.
- **CCTVs:** To ensure better safety and security CCTVs have been installed throughout the campus.
- **Fitness and Self defence:** Self defence trainings are organized for girls in the Institute. Yoga training/practice as part of fitness is a regular feature in the Institute.
- **Counseling Cell:** Students have easy access to counselling cell where the senior lady professors of Psychology, Sociology and Clinical Nutrition help them in overcoming personal as well as health issues.
- **Involvement of all:** Male students and faculty members also ensure their participation in every gender sensitivity programme and express their full cooperation in maintaining a healthy, happy and dignified atmosphere in the campus.
- **Zero Tolerance Policy:** The Institute has a policy of zero tolerance towards verbal, physical and any other kind of harassment.
- **Other Activities:** Students take part in different activities organised by NSS/NCC wing in the

Institute and outside the campus for promotion of women related issues.

Awareness Camps

Women's Right

Good-Touch Bad-Touch
(POCSO)

Nutrition

Government Schemes

Trainings

On Self Defense

Women Education

Financial Literacy

Entrepreneurship

Other Activities

(Nukkad Natak, Rallies & Poster Making)

Female Feticide

Gender Equity

Beti-Bachao Beti-Padhao

Digital Literacy

Gender Equality and Sensitivity Policy:

https://www.iehe.ac.in/PDF/IQAC/policy/gender_equ_1.pdf

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant 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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

Solid/ Liquid Waste Management

Waste generated in the Institute is managed in planned manner by following the protocol made for the purpose. Solid and liquid waste is generated by canteen, hostels and by students in general which is collected in different colour dustbins for dry and wet waste and this is handed over to Municipal Corporation. Bio degradable wastes are used to make manure in the compost pit within the institution. Some Solid waste is also incinerated. A large amount of paper is generated as waste material in the office. The blank side of one sided printed paper is used for rough work and then finally paper waste is sold to scrap dealer by following the rules made for the purpose. In order to reduce the generation of paper waste all the people in the Institute are motivated to use digital mode for activities.

As an important action to reduce generation of waste NCC, NSS, Chemistry department conducted awareness programmes related to Solid/Liquid Waste Management.

Biomedical Waste Management

The department takes utmost care in discarding samples carrying pathogen or biomedical waste. Whenever haematological experiments are conducted, needles, syringes and cotton swabs containing blood daubs are first incinerated and then disposed off. Glass slides are soaked and wiped with 100% alcohol before reuse.

The sewer samples, when assayed for qualitative and quantitative estimation, are discarded in green areas and the glass wares are autoclaved at 15 pounds of pressure at 121 degree centigrade which destroys all vegetative cells and endospores within 10-12 minutes. The laboratory uses zip lock bags for disposing specific biomedical waste material.

E-waste Management

For management of e-waste the Institute as the first step, try to repair and reuse the computers. In case, they are totally perishable, the physical verification committee and write off committee suggest disposing off of the waste material by following the rules. The Institute has planned to introduce **Todo Jodo Scheme** in which students will be given opportunity to learn computer hardware by using these computers.

Chemical waste management in laboratory

For safe laboratory practice, the chemistry laboratory of the Institute has disposal boxes for collection of solid waste material like glassware, razor blades etc. this waste material is disposed off to scrap dealer. Liquid wastes generated in the laboratory are washed off in the drain with excess water. The lab practice is to use Fuming Hood to prevent the release of hazardous substances into the general laboratory space. Students are not allowed to do experiments which use radioactive material like acetanilide Benzene Hex chloride etc. All the effluent and eluent from chemistry labs are first tested for acidity and alkalinity and then discharged only after neutralization. Lab has neutralization tanks to perform neutralization exercise.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	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 all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant 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 other diversities (within 500 words).

Response:

Institute (IEHE) promises to provide value-based education to its students with an aim to acquaint them with modern trends. Teaching in the Institute is done with proficiency in bilingual method for proper comprehension of concepts of the learners. Efforts are being made by the Institute through various educational and cultural events to inculcate a sense of unity, harmony, nationality and respect for Indian culture and ethnic diversity among the learners.

(A) Patriotism

- **Jai Hind:** Everyday National Flag hoisting, National Anthem and Madhya Pradesh Gan is sung by the teachers, students and other staff members as a tribute towards the nation.
- **Institution Song:** The Institutional song is sung by the students on various important occasions. The song describes the salient features of the Institute.

(B) Unity & Culture

- **Institute's Uniform:** Students strictly follow the rules of the Institution and wear uniform because of that scholars coming from different socio-economic background look alike which develop in them the feeling of unity and equality.
- **Cultural Gathering (TARANG):** Every year in social gathering (Tarang) competitions are organized to show the panorama of colourful culture of the country. Focusing on regional diversity, songs, dance, drama and fancy dress competitions are organized. The last day of the gathering is celebrated as 'Traditional Day' in which not only the students but also the teachers present themselves in regional attire.
- **Cuisines of India:** Students of the Institute setup food stalls, serving food of different regions is the main attraction. This is the time when everyone enjoys the taste of different regional cuisines.
- **Atulya Bharat:** This initiative is designed to create awareness about the geographical and socio-cultural diversity of the country.
- **Enriched Curriculum:** The curriculum in the Institute includes a course 'Indian Culture' under the

foundation course which acquaints students with the diversity of the country in terms of culture, architectural heritage, dances, music, etc.

(C) Linguistic Harmony

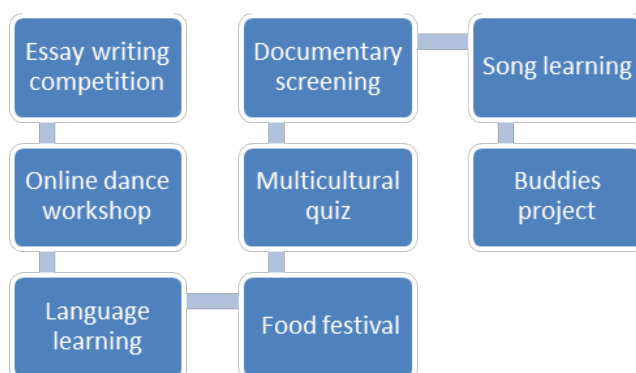
- **Bi-lingual teaching** is the practice adopted by the Institute to facilitate our students.
- **Multilingualism:** Vocational Cell of the Institute offers certificate course in 'French language' and 'Spoken English'.
- **Sanskriti Gyan Pariksha** organized by Literary club of the Institute is an effort to make students to know our culture through an exam.
- **Aaj ka Vakya:** For respecting different Indian languages, Institute has initiated an activity in which, 'one sentence' is displayed on the IEHE portal in different languages. This gives an opportunity to students to learn different languages which will benefit them in future.

(D) Celebration of different Days / Diwas

Republic Day	•26 January
Independence Day	•15 August
Sadbhavana Diwas	•20 August
National Unity Day	•31 st October
Quomi Ekta Saptah	•8 th November to 25 th November
Constitution Day	•26 th November

(E) Student Exchange Programme

Another initiative is the student exchange programme EBSB (Ek Bharat Shreshtha Bharat) programme of Government of India. Under this, a cultural exchange program was conducted in which students of IEHE had an interaction with the students from Manipur and Nagaland. Various competitions/activities were also organized under this programme:



Another cultural exchange programme with students from U.S.A. was also organised by the department of english in the Institute in which activities as 'live talk session', 'singing songs' and other cultural exchange

activities were organised.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Constitutional values adopted in IEHE

Institute for Excellence in Higher Education (IEHE) has kept the understanding and implementation of constitutional provisions as an utmost responsibility. The goal of the Institute is to evoke empathy and sensitivity towards constitutional values which can lead to enhance value of brotherhood and unity among the IEHE community. To achieve this goal, Institute has ensured inclusion of constitutional values in different syllabi. Also the Institute organizes various programmes celebrating events of national importance. The following efforts are undertaken simultaneously for theoretical as well as practical understanding of the concepts-

Curriculum: Foremost, the Institute has included a course titled - **Socio-Political Awakening and Indian Constitution** in General Awareness component of Foundation Course which ensures that all students from across disciplines read about the national movement and provisions of constitution including fundamental rights & duties, directive principles of state policy.

Another course '**Indian Culture**' orients students towards national heritage and the ways in which they as a citizen can protect and preserve the heritage. Course entitled, **Local Self Government** with focus on **Panchayats** is taught to help the students to understand the concept of federalism and local governance.

Under compulsory course of **Environmental Studies** it is ensured that students learn how to preserve, and develop a sustainable use of nature. They are encouraged to prepare projects where they can depict their sensitivity and creativity towards environment protection.

- 1.Mock Youth Parliament:** With the support of Pandit Kunjilal Dubey Sansadiy Vidhyapeeth, Bhopal, students of the Institute are oriented about working of parliament and a short training is given to students. With the proper understanding of the procedure, the students present it as Mock Parliament activity on the stage.
- 2.Important Days Celebrations:** IEHE organizes events such as Voters' Day, Child Rights Day, Human Rights Day, Constitution Day, Republic Day, Independence Day, Martyr's Day, etc. to commemorate the memories of national movement and making of constitution.
- 3.Directive Principles of State Policy (Environment Protection):** Activities focused on protection

of environment such as plantation drive, cleanliness drive, free polythene drive, etc. are organized to spread awareness for safe environment.

4. **Visits to National Heritage Sites** provide an opportunity to students to establish link between their classroom teaching and field knowledge.
5. **Heritage Walks** is another way which orients students about the significance of history of monuments.
6. **Merit-cum-means scholarship** keeping with the spirit of Right to Education (Article 21A), the Institute provides such scholarship which supports students coming from economically weaker backgrounds to continue their studies.
7. **Workshop on Right to Information** was organised in collaboration with Noronha Academy, Bhopal, which gave students an opportunity to understand the ways through which government and administration can be held accountable enhancing democratic aspirations mentioned in our constitution.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

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

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
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
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**Response:****Celebrations in the Institute:**

Independence Day and Republic Day: On 15th August and 26th January flag hoisting ceremony is a regular feature. National Anthem and other patriotic songs are sung. Motivational speech is delivered by the Director. Professor of political science highlights the provisions of constitution and professor of history narrates the sacrifices of our freedom fighters. To commemorate this auspicious day, NCC cadets perform parade and blood donation camps are organized by NSS wing. In the year 2017-2018 contribution toward army welfare fund was made and motivational messages were sent by IEHE family.

International Women's Day is celebrated on 8th March every year by organizing lectures of eminent personalities related to women empowerment, cleanliness, hygiene, women literacy, marriage counseling etc.

World Environment Day (5th June): Every year Institute celebrates 'World Environment Day'. The department of biotechnology/chemistry conduct various activities for conservation of the environment, awareness on afforestation, Swachhahta Pakhwada, protection of flora and fauna. Workshop on vermi composting technology is done by freelancer expert. Manure prepared by vermi composting is used for the plants of the Institute.

National Science day is celebrated on 28th February by science departments. Quizzes, debates, model making competitions, are organised for students. Chemistry department organises a workshop in which women scientist of the city are invited to share their knowledge and experience with the students.

Mental Health Day 10th October: Psychology department organises workshops on mental health issues.

National Nutrition Month is celebrated in the month of september. The staff and students of the Institute take the following oath on this day:

“संकल्प लेते हैं कि हम शारीरिक मानसिक तथा सामाजिक रूप से स्वयं स्वस्थ रहेंगे और अपने परिवार को भी स्वस्थ रखेंगे।”

BMI measurement and nutrition counselling is carried out by the students of the food science. Demonstration of nutritious dishes, workshop on modern methods of cooking, etc. are organized. Various activities are conducted in the camps to improve the health of villagers. Slogans and poster making competitions are also organised.

Shaheed (Martyrs' Day) Divas (23rd March) is celebrated as Martyr's day to pay homage to the great freedom fighters. On this day, students show their emotions through posters and slogans and recall the bravery of the great persons.

National Unity Day: Lectures, quizzes are organised to celebrate this day. Students of the Institute celebrat this day with the children of Goadgram Ishwarnagar Basti. Drawing competitions etc. are organised and prizes are given.

Basant Panchmi: Institute celebrates this festival by offering garlands, chanting of shlokas followed by distribution of prasad.

Ganesh Chaturthi: Lord Ganesha is housed by the students and the occasion is celebrated with full energy and excitement.

OtherDays

29 th September National Sports Day	14 th September Hindi Diwas	22 nd December Mathematics Day	21 st June International Day of Yoga
31 st May Anti-tobacco Day	22 nd April Earth day	12 th January National Youth Day	14 th June World Blood Donation Day
9 th August Quit India Day	16 th September World Ozone Day	31 st October National Unity Day	10 th November World Science Day for Peace and Development
14 th November Children's Day	1 st December World AIDS Day	10 th December Human Rights Day	2 nd October Gandhi Jayanti

Apart from these days, weeks/months are also celebrated:

26 th January Republic Day	15 th August Independence Day	20 th August Sadbhavana Diwas	31 st October National Unity Day
8 th - 25 th November Quomi Ekta Saptah	26 th November Constitution Day	2 nd October Gandhi Jayanti	14 th September Hindi Saptah

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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:

BEST PRACTICES IN THE INSTITUTION

1. Innovative Evaluation Methods

2. Human Excellence Through Community Services

Best Practice - I

1. Title of the Practice: Innovative Evaluation Methods

2. Objectives of the Practice:

- To supplement Teaching-Learning Pedagogies
- To identify slow and advanced learners as early as possible by employing evaluation methods.
- To help the slow learners develop understanding of their weakness through Continuous Comprehensive Evaluation.
- To brace the advance learner to accept bigger challenges through Higher Order Thinking (HOT) evaluation techniques.
- To prepare the students for competitive examinations through different modes of evaluation.
- To improve communication skills and inculcate leadership qualities in the students.

3. The Context:

IEHE emphasizes on internal and external evaluation and focuses on better understanding of the concepts by the students. The teaching is done in such a way that the students are able to grasp topics and then they are evaluated. Faculty members of IEHE, act as mentors to the students. Low teacher-student ratio (approx.1:25) plays a crucial role in teaching-learning process as it strengthens better learning and understanding of the students. IEHE has different modes of Internal evaluation (CCE - Continuous

Comprehensive Evaluation) like Semi-Surprise Tests, Presentations, Group Discussions, Quizzes, Assignments, Use of Virtual Labs, etc. Semi-Surprise Tests are identified and given the necessary assistance to enhance their learning and understanding abilities.

Effective use of ICT is promoted in every sphere of teaching. Institute has several smart classrooms and well-equipped language lab. Online classes and CCE were conducted on MS Teams software and completed timely during the pandemic.

As an innovative evaluation practice, OMR based GK-tests are conducted thrice in a semester with immediate display of answer keys to satisfy learners curiosity, which helps the students to imprint the answers in their memory retention. GK-test includes areas like reasoning, numerical ability, science, current affairs, language, etc. Result of GK-test are declared within a short span of time, due to computerised evaluation. Marks scored in a complete semester are converted into percentile and appropriate weightage is incorporated in the internal evaluation of the General Awareness Paper of Foundation Course. Several students were benefitted and acknowledged this innovative practice for their success in competitive examinations.

As per the rule for appearing in term end examination, minimum 75% of attendance along with minimum 20% marks in CCE is mandatory in all the courses, otherwise the students are declared as 'Not Permitted to Appear (NPA)' in the concerned course. This unique system enforces students to be regular in their classes and enhances their learning process.

Institute has fully functional Vocational Cell, which runs various short-term courses since 2011, and these courses are evaluated on the basis of credit system.

IEHE is the active local chapter of NPTEL, which helps in the holistic development of the students. Recently, Institute has implemented the provision of credit transfer of equivalent NPTEL courses into the 'Academic Bank of Credit', following this, Institute is authorised to transfer the credit earned by the students into their 'DigiLocker' account.

Incubation Centre (UDGAM), started by IEHE, with the aim to nurture the innovative ideas of the students.

4. The Practice

CCE is mandatory for all the students. The weightage of CCE in PG programmes is 30% and in UG programme is 40/50%. The total marks of each course, is divided in two parts (internal and external). Online and offline modes are open for the teachers to conduct internals. The scheme of CCE under NEP-2020 for UG programmes is as follows:

(A) Internal Evaluation:

Scheme (for Theory Course)	
Internal (CCE) - 40% (40 marks) External - 60% (60 marks)	
Internal Assessment Modes	
1. Class Tests# (<i>best 2 out of 3</i>)	2×10 marks
2. Any one of the following: • Quizzes/Objective Tests ## (<i>best 1 out of 2</i>) • Group Tasks (<i>Group Discussion/Fishbowl Technique; Role-Play/ Authentic-Problem Solving</i>)	08 marks
3. Any one of the following: • Home Assignments (<i>followed by presentation</i>) • Class Assignments • Class-Teaching • Poster Presentations • Portfolios • Annotated Bibliographies* • Reports* • Book Review* • Article Review* • Journal Writing* • Paper Presentations* • Seminar* • Field Assignments* <i>* Only for advanced learners</i>	08 marks
4. Attendance ○ 75%-80%: 01 Mark ○ 80%-85%: 02 Marks ○ 85%-90%: 03 Marks ○ 90% & above: 04 Marks	04 marks
External Examination (End of semester)	60 marks

Various options for conducting Class Tests are as follows:

- Open-Book/Open-Notes Tests/Class-Assignments
- Self-Test / Online Test
- Essay/Article Writing
- Case Studies (*Only for advance learners*)

Quizzes/Objective Tests should include the following types of questions:

- Recognition Type (*such as MCQs; Multiple Response; True or False; Matching; Classifying*)
- Recall Type - Filling Blanks (*One word / Phrase Answers*)

Scheme (for Lab Course)		
	Internal – 40% (40 marks) External – 60% (60 marks)	Internal – 50% (50 marks) External – 50% (50 marks)
Internal Assessment Modes		
Lab work assessment # (best 2 out of 3)	2×10 marks	2×13 marks
Viva-Voce / Lab Quiz ## (best 2 out of 3)	2×08 marks	2×10 marks
Attendance ○ 75%-80%: 01 Mark ○ 80%-85%: 02 Marks ○ 85%-90%: 03 Marks ○ 90% & above: 04 Marks	04 marks	04 marks
External practical examination (Semester end examination)	60 marks	50 marks

Lab work assessment should include Laboratory work, Computer simulations / Virtual Laboratories, Craft work, Work Experience, Portfolio, Field Assignments, etc.

Lab Quizzes should include the following types of questions:

- Recognition Type (such as MCQs; Multiple Response; True or False; Matching; Classifying)
- Recall Type – Filling Blanks (One word / Phrase Answers)

Note: However, the pattern of Internal Evaluation for PG and Honours (Old-pattern) programmes is almost same but the weightage of percentage is 30 and 50 respectively.

(B) External Evaluation: Salient features are as follows:

No Unit System in the Curriculum

Not Permitted to Appear (NPA)

- Provision of NPA in each course of the semester-end examination on the basis of attendance & CCE score

Three parts of question Paper

- Part-A: MCQs (to be solved in first 20 minutes)
- Part-B: Short Answer Type Questions
- Part-C: Essay Type Questions

Well designed Answer Book

- 04 Pages: For Internal Evaluation (CCE work)
- 08 Pages: For term-end practical examinations
- 20 Pages: Cover page, 3 pages for rough work & 16 pages for Part-B & C (AECC & FC)
- 40 Pages: Cover page, 3 pages for rough work & 36 pages for Part-B & C (PG, UG: Major, Minor, Honours, Subsidiary)

No provision of Retotalling

- Every valued Answer-Book is scrutinized before result preparation
- If the mistake is found, Rs 10 per mistake subject to maximum of 20% of total remuneration of the examiner, is deducted.

Revaluation

- Provision to see valued Answer Book in the presence of Parents and Subject Expert
- Provision to withdraw from Revaluation
- If the scored marks are increased, the revaluation fee is refunded

Provision to obtain photocopies of Valued Answer Book

Valued Answer-Book of the Highest scorer of each paper/course, is kept in the central library for the students

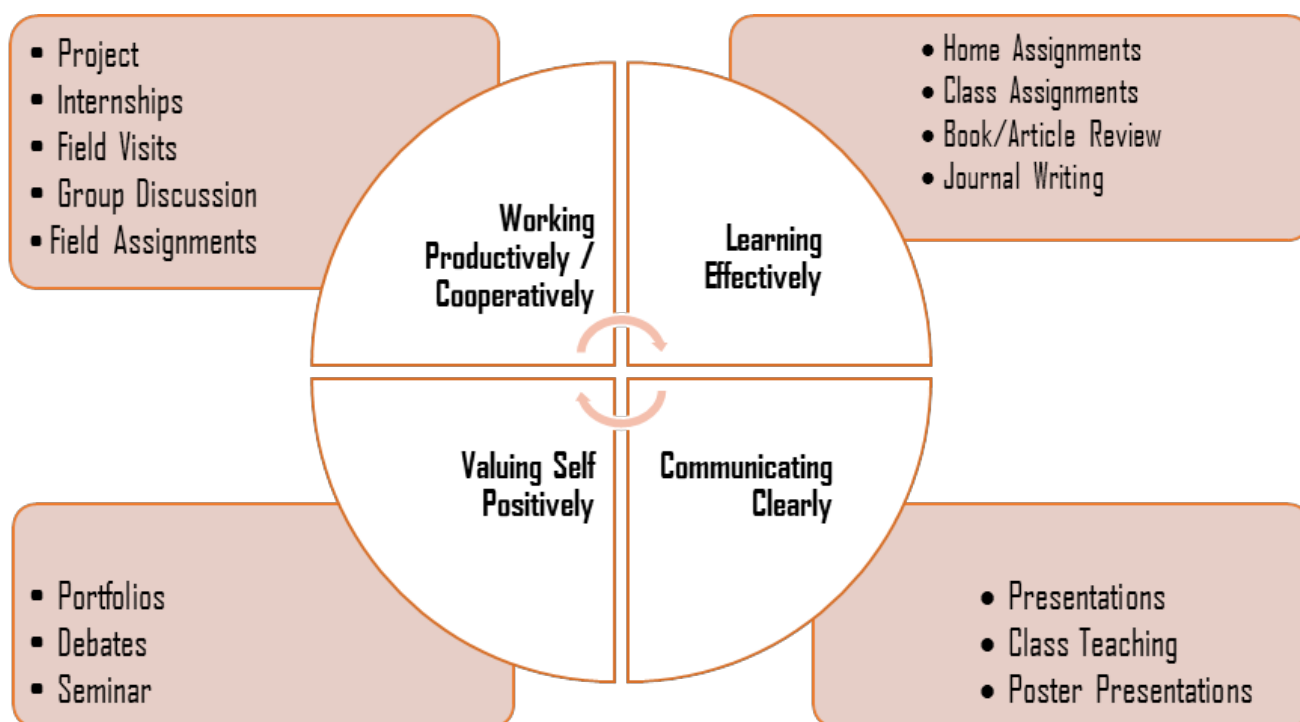
Consolidated 'Statement of Marks'

- 'Statement of Marks' of final semester shows the record of the scores of all semester/courses

5. Evidence of Success:

Innovative Internal and External Evaluation procedures help the students in different perspectives related to their holistic development and to develop a better understanding of the domain knowledge.

- The Teaching-Learning Evaluation methods practiced in the Institute, as shown in the rectangular boxes help students to improve their **core abilities** such as:

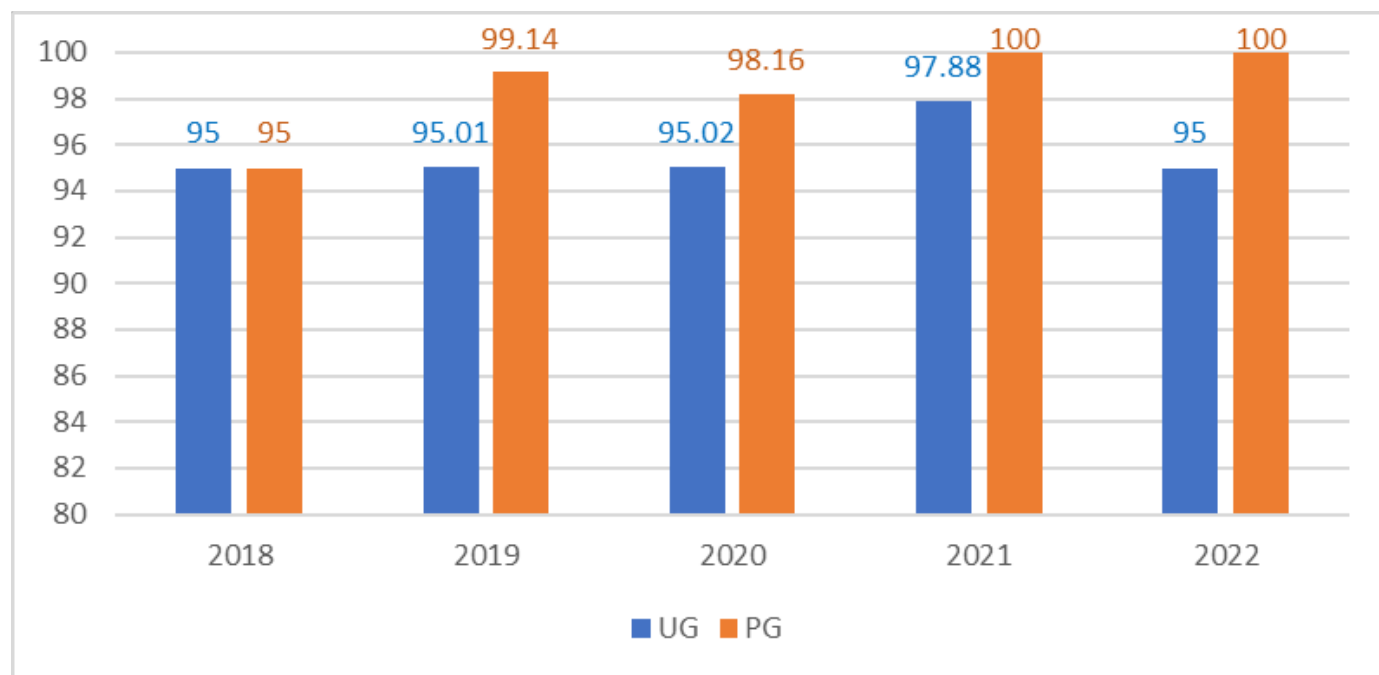


- The constant evaluation of the students helps them to assess their performance in every semester and this gives them a chance to plan ahead so that their result can be improved.
- The evaluation methods like class-teachings, presentations, assignments, group discussions, etc. help the students to gain confidence in communication skills.

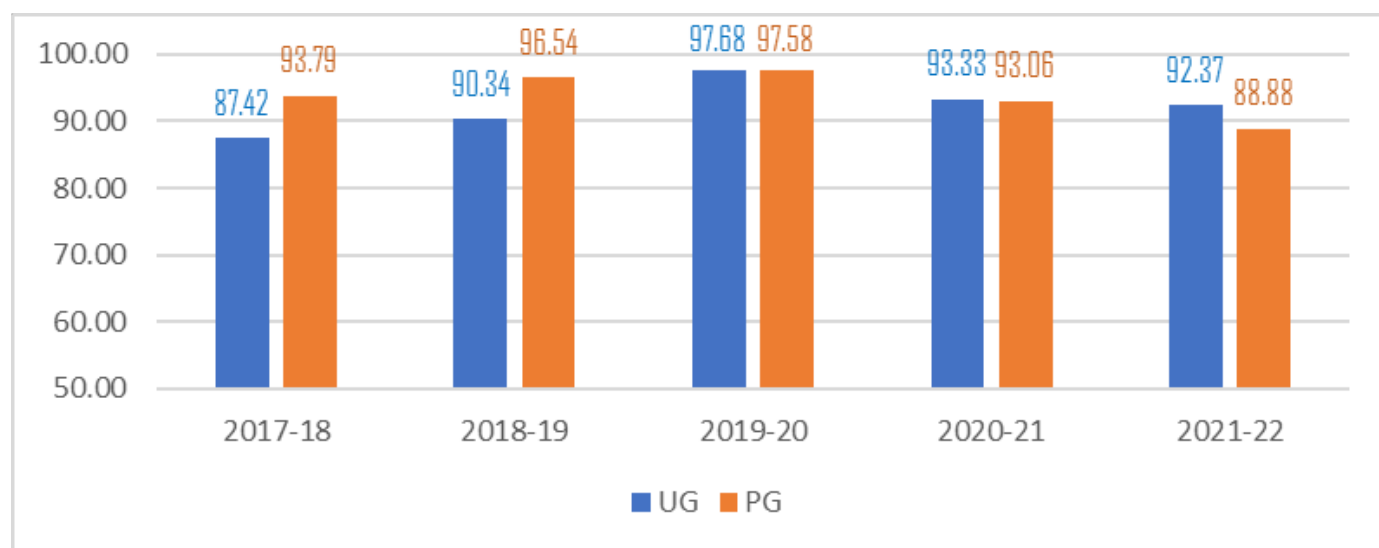
- The internship, group project work, group discussions, field assignments, etc. help them to work as a group or a team.
- The students develop confidence because they are constantly being motivated to speak in front of the class. They overcome the stage fear or the fear of public speaking which helps them to develop their leadership quality.

The evidence of the successful implementation of innovative Teaching-Learning and Evaluation procedures is reflective in the result summary as given below:

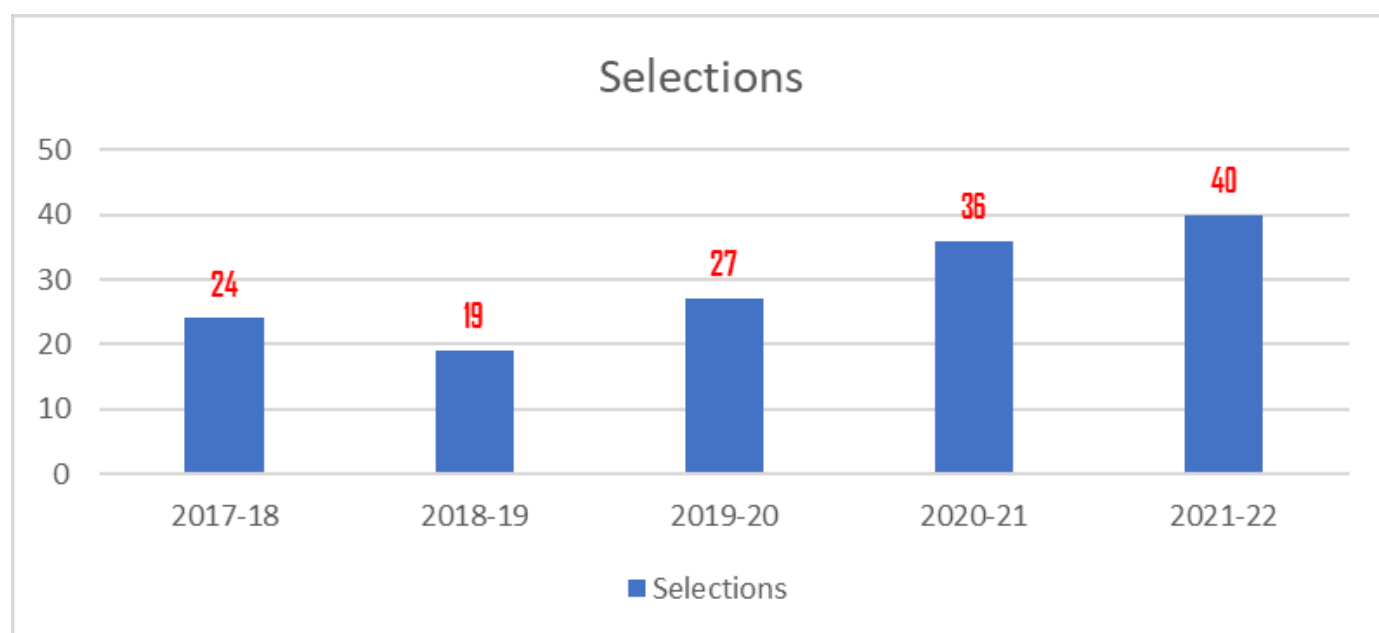
(a) Percentage-wise results of **outgoing** students of UG & PG



(b) Percentage-wise results of **ongoing** students of UG & PG (Odd Semesters)



(c) Number of students selected in various competitive exams (JAM/NET/SLET/CAT/Civil Services / State government examinations etc.):



6. Problems Encountered and Resources Required:

Problems encountered and strategies adopted:

(i) Initially when the semi-surprise tests are conducted, the students might not be well prepared and this is reflected in their results.

To overcome this, CCE comprising of three/four semi-surprise tests and out of which best two/three are considered. As such the students have the chance to improve in the next test. Same is applicable for absentees.

(ii) (a) While attempting online tests on portal, students face different types of problems related to non-availability of smartphones or/and network issues. (b) The students might not be having devices such as personal computers, notebook, etc. for preparing their home assignments/project works, etc.

To overcome these issues, we have a LAN based central computer lab as well as e-Resource Center in the Central Library which is easily accessible for the students.

(iii) It was observed that some of the students make use of cut-copy-paste strategies in assignment preparation. This practice hinders the academic growth and subjective understanding of such students.

As all the students have to mandatorily present their assignments in class, this compels the students to prepare the assignments seriously and honestly, empowering them to develop their subjective understanding and accelerate their academic growth.

Resources required:

- For effective implementation of teaching-learning and innovative evaluation techniques, all class-rooms should be smart-classes with devices such as dedicated computer system, interactive panel, leased line with optical fiber connectivity and sufficient number of electronic writing-pads &

tablets.

- For smooth conduction of online exams/tests, smartphones, laptops/tablets are required along with good internet connectivity. Availability of good number of electronic devices and 5G wi-fi connectivity in the campus is essential.
- Implementation of Learning Management Software on IEHE-portal is required for the benefit of learners.
- For futuristic vision, online proctored exam application software, is required so that the examinees can avail this facility by giving their examinations from anywhere.

Best Practice - II

1. Title of the Practice: Human Excellence Through Community Services

2. Objectives of the Practice

Since inception, the Institute has adopted and evolved community engagement pedagogies that combines learning and community service which enhances both students' growth and the society. Extension activities help to develop and strengthen leadership skills and ability to sustain group dynamics. They also help to develop willingness to work amongst people belonging to varying ethnic and socio-economic status. The objectives are:

- 1.To make learner sensitive and socially responsible towards under privileged groups.
- 2.To help students to initiate developmental activities in the community in coordination with public and government authorities.
- 3.To improve students' ability to apply what they have learnt in real life.
- 4.To provide opportunities to develop civic engagement, inter-personal skills and selfless service.
- 5.To link personal and social development with academic growth.

3. The Context

Institute aims to develop experimental education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding for themselves.

The modern trends have helped in spreading education beyond campus which inspire students for sharing knowledge among the society, and makes them sensitive towards social issues.

The social, economic and technological changes that have taken place should be disseminated among the people so that they can use them to improve the quality of life. IEHE has strong base of NCC, NSS, Red Ribbon, Rotaract Club, etc., which promotes the notion of "Together We Can" and to provide opportunities for the students to contribute in the well-being of the society and national development. A large number of students also work with various NGOs and other organisations who are engaged in activities of social well-being. Educational tour, field-visits and industrial-visits are organised frequently by various departments to support for the same cause.

4. The Practice

Extension/Outreach programmes include a wide range of activities, undertaken by students of NSS, NCC, different clubs, teaching departments of the Institute related to awareness on different issues. These activities are a part of Institution Social Responsibility (ISR), in and outside the campus. The practices are -

(A) Flagship Programme – Helping Hands

Teaching-learning methodology adopted in the Institute, gives ample opportunity to students for social exposure and life skills. The Institute has various activities tagged under “Flagship Programmes” which fulfil the objectives of all round development of the students.

Under the flagship programme “**Helping Hands**”, different activities are organized by the Institute, with the idea of helping others in their own capacity and resources. The activities mentioned are from the arena of ‘**United Nations Sustainable Goals**’, namely:



Goal-III: GOOD HEALTH AND WELL-BEING

शुद्धता Shudhata (Goal-III): Students and faculty members of food science and quality control department demonstrated household methods of detecting adulterants in different food commodities to the villagers of Bordha. Students organize different programmes aimed at spreading awareness about safe and hygienic food items and drinking clean water. (15.12.2019)

Breast Feeding Week & Nutrition Month (Goal-III): Department of food science and quality control celebrate breast feeding week in which awareness about importance of mother's milk is briefed to the young mothers in gram Bordha. During national nutrition month, demonstration on low-cost nutritious food and one dish meal was done. (Aug 2019; Sept 2017, 2018, 2019, 2022)

रक्तदान Rakta Daan (Goal-III): We believe in the notion “रक्त दान महादान” which means that blood donation is the biggest donation. Students of the Institute participate enthusiastically and take part in blood donation camps, organized in the campus by NSS, Rotaract Club and Others (NSS: 01.09.2018, 11.09.2019, 31.03.2021, 18.02.2022; Rotaract Club: 13.03.2018). Details of blood donation:

2018

236 Units

2019

138 Units

2020

119 Units

2021

15
Units

2022

132 Units

भावना Bhavana (Goal-III): To boost and improve emotional quotient, different activities like visit to 'old age home' and 'orphanages' are organized by the Institute where students actively participate. Spending time with senior citizens give them an enriching experience. Department of sociology visited Jail and 'Anand Dham', an old age home in 2018-19. The NSS team of the Institute also visited Jail and an old age home 'Apana Ghar' in August 2019.

Health Check-up (Goal-III): BMI and haemoglobin estimation was done under the supervision of doctors and laboratory technicians at 'Bairagarh Chichli' by the students of chemistry and food science.

Protein rich chocolate distribution (Goal-III): Protein rich chocolates were distributed to the primary school children of the gram Chichli and method of making chocolates was also taught to their mothers. (20.01.2018)

स्वच्छता Swachhata (Goal-III): Cleanliness is a necessity for a healthy life. Personal hygiene is another aspect which should be taken care by all, especially the girls and women. Students of the Institute take active part in spreading awareness about clean surroundings and organise programmes like Nukkad Natak (street plays) in slum areas. (Hand wash: 15.10.2020, Health & Hygiene: 08.03.2022)

सुरक्षा Suraksha (Goal-III): Safety is a basic need of human being. Institute believes in creating awareness on various issues such as road safety, cyber security and COVID safety norms, in which our students actively participate with zeal and vigour.



Goal-IV: QUALITY EDUCATION

विद्यादान Vidhya Daan (Goal-IV): We believe in the notion that education and knowledge is the treasure that grows by sharing. Students of the Institute, though they are still in the learning stage, share their knowledge with the unprivileged/needy children during their free time. (School Bag Distribution: 27.01.2018)

Distribution of stationary and books (Goal-IV): As part of extension activity the students of the Institute teach the poor children of Ishwarnagar Basti in their spare time and also distribute stationery and books to them.

Play Way Method of Learning (Goal-IV): Activity on play way method of learning by the faculty members and students of IEHE was organised for the primary students of village Chichli.



Goal-IV: GENDER EQUALITY

Beti Padao-Beti Bachao (Goal-V): An awareness programme was organised about the Beti Padao-Beti Bachao scheme of government at the venue of TIT College Bhopal through Nukkad Natak by the students.

Songs and Slogans (Goal-V): Songs and slogans competitions were organised on gender equality at Ishwarnagar Basti by the students of sociology department.

Social Service Club (Goal-V): Students of the Institute work for NGO “Madad Ghar” a venture of alumni of the Institute. They are engaged in spreading awareness about personal hygiene and care during menstrual period among the girls.



Goal-VI: CLEAN WATER AND SANITATION

Awareness Camp (Goal-VI): Cleanliness is the necessity for healthy life. Personal hygiene is another aspect which should be taken care by all, especially, the girls and women. Students of the Institute take active part in spreading awareness about clean surroundings and organise programs like dance, song, drawing competitions and Nukkad Natak (street plays) in slum areas.

Soap and detergent making training (Goal-VI): Household method of making soap, detergents and floor-cleaner were demonstrated to the villagers of gram Bordha.

(B) Activities on Skill Development for Employment

Zari-Zardosi Work Training: Students of fashion design department exchanged their designing skills with the lady artisans of Zari-Zardosi embroidery in a workshop. Student taught them trendy designs and colour combination and in exchange they learned Zardosi embroidery on “Adda”.

Commerce Club: With the establishment of BBA department (2022) the newly inducted students of BBA developed demographic profile of the village Mendori and helped the villagers in obtaining documents like BPL/AADHAR/PAN card and further worked for awareness about government schemes.

Food Preservation Methods (Local for Vocal): Simple methods of food preservation (drying & pickling) were taught to the ladies of the village Bairaghar Chichli. They were also taught to make use of the flowers and other products of their own gardens and fields to prepare food items like Rose-water, Gulkand, Chips, etc. and can earn also out of this. (20.01.2018)

(C) Service to Humanity

Corona Warriors: Students of biotechnology department took an opportunity to work as corona warriors under the adverse situation of COVID-19 pandemic for social and individual safety during the first fatal wave of COVID-19 (April 2020 to October 2020). They worked in Bhopal Memorial Hospital and Research Centre, Bio Safety Level-3 Laboratory (B.S.L.-3 lab) for testing sample of patients. They extracted RNA from nasal and pharyngeal swabs collected from patients and followed the procedure of RT-PCR in laboratory.

Design Pool Club: During lockdown under 'Jivan Shakti Yojana' of government of MP, students stitched and donated masks to the needy people residing in old Bhopal.

Empathy: The campus has a temporary shelter home for pets behind the library. Student volunteers take care of this shelter home where dogs and puppies are fed and looked after.

(D) Extension Activities – Student's direct involvement in ISR (Institutional Social Responsibility)

Sharing knowledge and skill among students and people around is the basic idea behind extension activities which are conducted outside the Institute. Students have formed many clubs and perform activities in collaboration with NGOs and others. The Institute adopted one village in each session namely Rapadiya, Bagroda, Mandori, etc. Various activities related to the government schemes are propagated in these villages.

Literacy and Red Ribbon Clubs: In the adopted village 'Bagroda' and 'Ishwarnagar Basti', students volunteered for awareness programmes on personal hygiene, 'Ujwala Yojana' (a government scheme related to safe cooking and use of LPG). In SOS Children village Bhopal, a self-defence training for children was organised by the club. In collaboration with Shri GKS Nashamukti and Punarvas Kendra, awareness related programs for drug abuse were organised. In collaboration with Sevasadan Eye Hospital, Institute organised eye check-up camps in the village Jhagariya and Rapadiya where 300 spectacles were distributed to villagers.

Rotaract Club: Students wing of Rotaract Club has been working since 2015 for social wellbeing. Activities like - blood-donation, plantation drive, drug abuse, social awareness programmes, visit to old age home, cloth donation, etc. are regularly organised. The link for detailed report is:

<https://www.iehe.ac.in/ClubPanel.aspx?ID=CLUB1006>

(E) Outreach Programmes

Institute has the provision of outreach programmes in which departments take their students for field visits and give them an opportunity for gaining practical exposure and real-life experience related to their subjects. The programme includes trainings, lab visits, industrial visits, field visits and educational tours as it gives students a wide exposure and a chance to understand the cultural diversity of the country.

Sociology Department: A trip to Jaisalmer with a view to acquaint students with the socio-cultural diversity of the state of Rajasthan was organised in the year 2017-2018.

Commerce Department: Industrial visits to Coca Cola, MSME Technical centre Acharpura Bhopal, Hind Pharma Bhopal, Top-N-Town, Surya Farm, apprise the students about the production process, packaging, and marketing of products produced in their organisations.

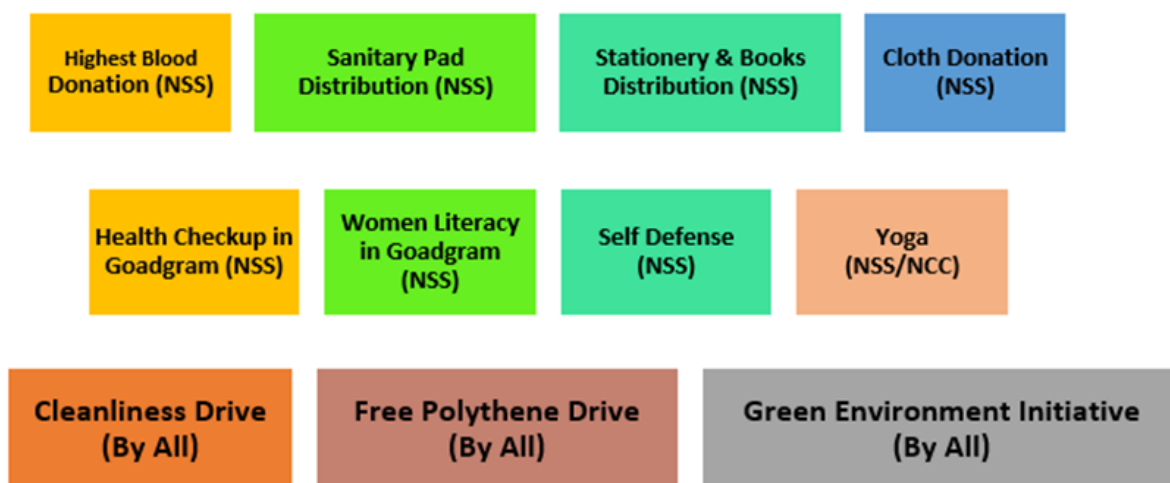
Physics and Electronics Department: The department visited Institutes like Sciencetech Technology, Electronic Complex Indore; RGPV Energy Park; Indian Institute of advanced studies Shimla; Varahmihir Astronomical Observatory, Dongara Ujjain and RRCAT Indore.

Hindi Department: The Hindi department visited Kullu-Manali to know the local culture, language and folklores of the city. A programme to save cultural heritage of 'Gumantu Janjatiya' was organised on 30-31 Aug 2022 in collaboration with Janjatiya Sangrahalaya Bhopal, where more than 50 students of IEHE took part enthusiastically.

Forensic Science Department: To know about the future prospects of the subject, a visit to Forensic Science department of Doctor Harisingh Gaur Central University, Sagar was organised. The students participated in a fest at Rashatriya Rakshashanti University, Ahmedabad, Gujarat, and won many prizes. Short trainings in CFSL, RFSL Bhopal and SFSL Sagar provided an opportunity to see and operate instruments to gain domain expertise.

Chemistry Department: Under students exchange programme of CEQIC, the department visited S.N. Shukla Government College, Shahdol (MP) which gave students an opportunity to share their learning with the fellow students of the college. A visit to Indira Gandhi National Tribal University, Amarkantak (MP) gave students a chance to acquire knowledge from eminent professors. IISER, Bhopal provided hands on training on sophisticated instruments like HPLC, GCMS, etc.

(F) Highlights of NCC/NSS/Clubs



Plantation Drive (By All)

- 2018: 50 Kaliasoat Temple (2018)
- 2019: 79 – MPNVVA (18.07.2019), 50 – Swarn Jayanti Park (07.07.2019)
- 2020: 35 – Bagroda (22.01.2020),
- 2021: 40 – Rapadiya (28.03.2021), 74 – Amjhara (25.07.2021)
- 2022: 150 – Amjhara (18.07.2022), 50 – IEHE (July-Aug 2022)

5. Evidence of Success:

The Institute through extension activities transforms the students as leaders of social change who are capable of providing lasting solutions to social problems. Students' involvement in different extension activities create a sense of selfless service amongst them. It helps to instil social responsibility, groom overall personality and create awareness on social issues. The Institute is proud of achievers in different fields associated with social contribution:

- **Mr Akshay Kumar Tiwari**, NSS volunteer was the recipient of 'NSS National Award' given by the Honourable, President of India.
- **Blood Donations:** Institute received the award for highest blood donation units by the students and faculty members.
- **Cultural Exchange Programme:** Under the scheme of 'Ek-Bharat-Shreshth-Bharat', Institute was selected to represent MP, in the cultural exchange programme organised with the students of Nagaland which helped them to understand cultural diversity of the country.
- **Social Responsibility:** Alumni of the Institute **Mr Satyam Mishra**, started an NGO (Madad Ghar Sansthan) for spreading awareness on sensitive taboo of society like menstruation (periods).
- **Volunteers for COVID:** Students from the department of biotechnology actively worked as volunteers for COVID at Chirayu hospital, Bairagarh, Bhopal and they received certificate of appreciation. The participants were:

Ms Anjali Satpute

Ms Nancy Sahu

Mr Rahul Rastogi

Some other achievers in different fields are:**Entrepreneurs**

- Student of Fashion Designing Department, **Ms Sakshi Tated** owner of a fashion house in Bhopal "Tiny Colour".
- **Mr Rohan Avadh**, Free Lancer in Fashion Designing Industry.

Counsellor

- **Ms Somya Gupta** Counsellor, Adolescent Mental Health Helpline & Students Counsellor, IEHE Bhopal
- **Ms. Somya Singh** runs her own Counselling Centre, 'CWB' Bhopal & Noida (UP)
- **Mr Atharv Shukla**, Counselling Psychologist at Army Public School, Bhopal

Social Service

- Student of Sociology Department **Mr. Akshaya Shrivastav** Coordinator in Self Employed Women Association (SEWA)

6. Problems encountered and resources required**Problems encountered**

- In general, the programmes are conducted and organised smoothly. Sometimes non availability of transport facility can be seen as a problem
But the Institute is proactive and call tenders in the beginning of the session and is always ready for providing facilities.
- The Institute sometimes faces challenges of fixing the schedule for social service programme due to the climatic changes, pandemic and compact academic calendar.
- Sometimes beneficiaries busy schedule also becomes a challenge.

Resources required

- Transportation facility along with sufficient manpower.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

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

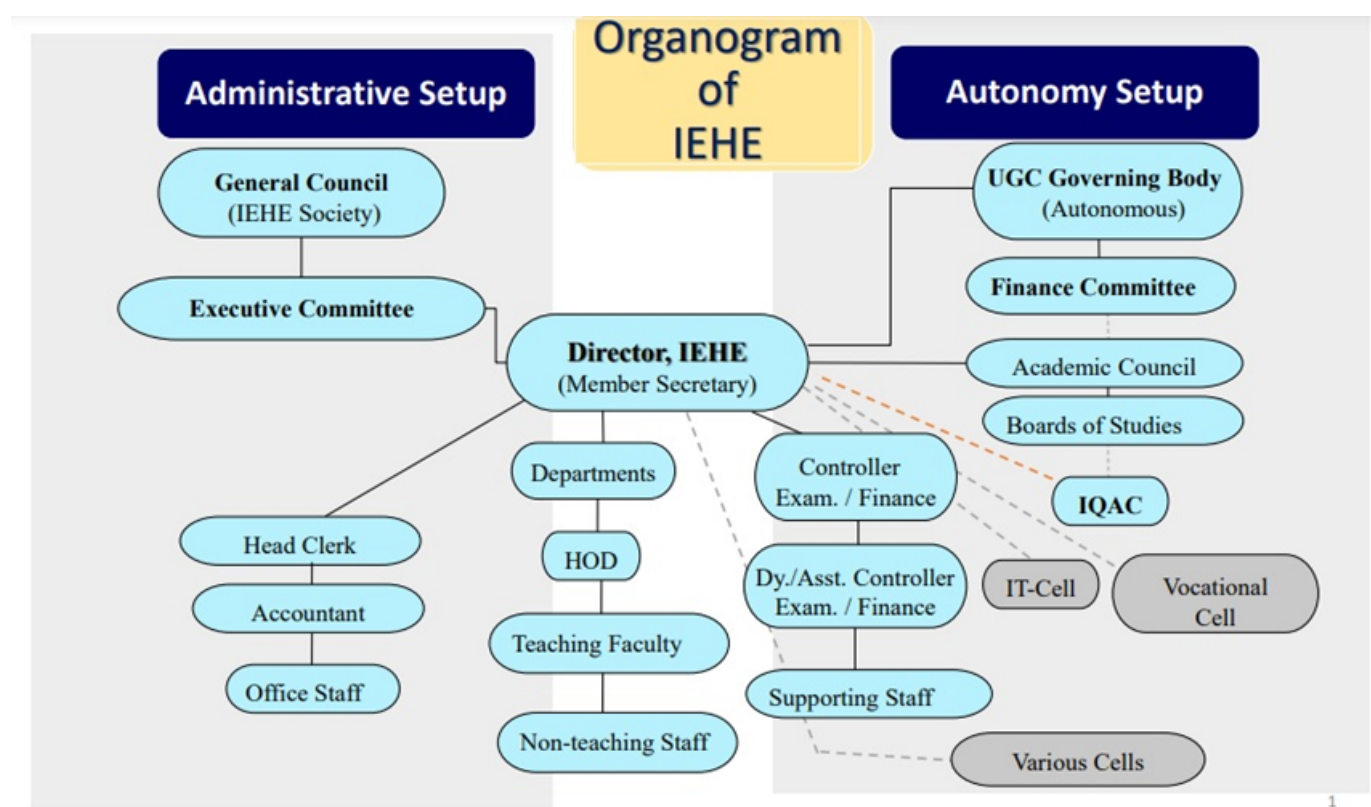
Response:

Effacious Organizational Setup

Institute for Excellence in Higher Education (IEHE), Bhopal was established in the year 1995 as a unique state government Institute for providing all possible opportunities to students from demographically diverse background. With a view to provide freedom in policy making and implementation related to provisions of Higher Education, the Institute was proclaimed an autonomous body by Barkatullah University, Bhopal under the provision of Section-6(16) of the Madhya Pradesh Vishwavidyalaya Adhiniyam, 1973, in the year 1998.

In January 2007, UGC granted autonomous status which further increased the creditability of the Institute. For administrative purposes, the Institute works under the leadership of the Minister of Higher Education, Government of Madhya Pradesh who is the chairman of the apex body (General Council) of the Institute. The General Council (GC) and Executive Committee (EC) are the guiding bodies; however, Institute enjoys full autonomy in academic, administrative, and financial matters. It is constituted by the government but is independent in terms of taking decisions and actions. It fully utilizes the autonomy provided by UGC in all processes related to education, i.e., teaching-learning, evaluation, and management.

IEHE enjoys the consistency of being 'A' graded Institute for the last three consecutive cycles of NAAC, thereby enjoying a place of pride among the premier Institutes of Madhya Pradesh. The Institute is constantly setting new benchmarks for other institutions of the state to redefine the limits of growth and development in Higher Education.



The Institute's efficacious organisational setup as depicted in the organogram, authorises us to be an independent decision-making body for the welfare of students and employees, whereas other government colleges have to seek permission from the state government or 'Janbhagidari Samiti' for the same.

The meeting of the General Council conducted on 21.11.2022, sanctioned the funds in the following heads:

Fund Details

Building Fund of Rs 12.5 Crore

Scholarship of Rs 10,000 per month for Research Grant

Divyangjan allowance for employees

Due to our organizational setup different from other government colleges of MP, the Institute has implemented semester system with continuous comprehensive evaluation process in the internals. For the successful implementation of internal evaluation in true sense, we provide equal weightage to internal (CCE) and external evaluation.

As the General Council is provident about the academic and other welfare needs of the students they guide as well endorse our proposals to start new courses. As per the discussion held in the recent meeting of GC dated 21-11.2022, IEHE shall start MBA programme from the session 2024-2025.



News Paper cutting with highlights of the meeting held on 21/11/2022 of the GC

In this context, the departments frame courses of new programmes and update regular courses, obtain approval of the Board of Studies / Academic-Council regularly. Our organizational setup permits us to implement various schemes/policies like – Infrastructural Development, Scholarships and Awards, Vocational-Cell, Placement-Cell, etc.

The beneficial impact of our organisational setup empowers the Institute to execute the following student welfare/support services efficiently:

- **ICT-Cell:** IEHE has an independent fully functional ICT-Cell, comprising of Co-ordinator,

Programmer, Assistant Programmer and Data-entry Operators, since 2008. With due administrative support, ICT-cell has the liberty to develop various application packages, necessary databases/reports/forms, etc. As a result, our website is working as an independent portal. Presently our portal is Fire-Wall protected and hosted on State Data Centre of GoMP, which is fully secured as per IT-standards. (<https://iehe.ac.in>)

Students	•Syllabus / Question Papers / Placement / Feedback / etc.
Teachers	•Attendance & Marks Entry of CCE / Profile/ Form-16 / etc.
Staff	•Salary / Form-16 / etc.
Parents	•Admission Process / CCE Record of Wards / etc.
Alumni	•Registration / etc.
Others	•Notices / Tenders / etc.

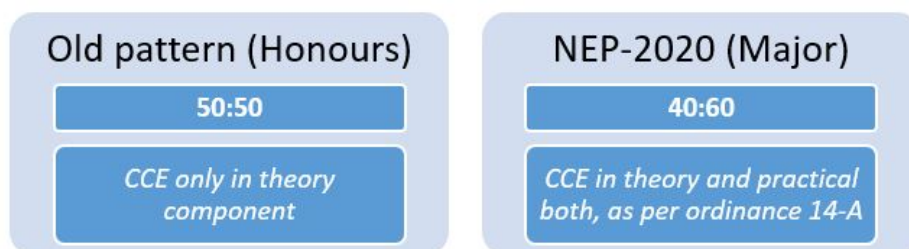
- **Independent Vocational-Cell (2011):** IEHE has established independent Vocational-Cell in 2011. It is an innovative effort to enhance employability skills of the students with their regular degree courses. It started with four courses, and now the vocational cell offers 32 courses/trainings.
- **Admission-process:** Institute has had its own duly approved admission policy focused on ‘merit-cum-counselling’ from the day of inception. Online admission process is executed through our portal with total transparency, whereas, other colleges of Madhya Pradesh have a common centralized admission portal.
- **Academic-calendar:** Being an autonomous Institute, we are empowered by our General Council to plan and implement our own Academic Calendar which enables us to run a time-bound session (from 1st July to 15th June) and declaration of results for the further students academic proceedings.
- **Courses Offered:**
 - **Honours-Courses:** IEHE, Bhopal is the educational Institute that offers Honours courses (since inception) in semester system pattern.
 - **Elective-Courses:** Before NEP, the Institute offered a wide variety of subsidiary courses as electives. Under NEP, inter-disciplinary courses are also available as electives, along with this, the departments design new skill-enhancement-courses & discipline-specific-elective courses related to their specializations.
 - **Unique Combinations of Subjects:** Students pursue unique combination of subject:

Chemistry (Honours) with Food Science Quality Control

Fashion-Design (Honours) with Management

Forensic Science (Honours) with Chemistry/Biotechnology/...

- **Teaching-Learning & Evaluation:** Institute has full autonomy in administrative and academic matters, which results in -
 - *Appropriate Teacher-Students Ratio:* Our GC & EC permits us to appoint full-time teachers as per the requirement of the Institute under the norms of UGC. As a result, we have an appropriate TSR below 1:25.
 - The ratio of Internal-Evaluation (CCE) to External-Evaluation (End-Semester Examination) is as follows:



- **Weightage for attendance:** Marks are granted to students to motivate them to attend their classes regularly.
 - **No Unit System in Curriculum:** While framing the question paper, our examiner has to cover the whole course in all the three sections Part-A (MCQs), Part-B (Short Answer Type) & Part-C (Essay Type).
 - **Conduction of Examination:** Students solve the descriptive section (Part-B & Part-C) in a well-designed Answer-Sheet of 24/40 pages. OMR-sheet is provided to solve Part-A within first 20 minutes.
 - **Training & Internship:** On the job-training & internships in reputed organizations help students to have firsthand experience of working with qualified & well-trained professionals.
 - **Academic-Fest:** Every department organizes individual academic fest to promote fun learning experiences.
 - Various clubs & societies are formed for cultural activities, sports and adventures, scientific aptitude, literature & skill.
- **Financial Autonomy:** Availing our financial autonomy, the following additions have been made:

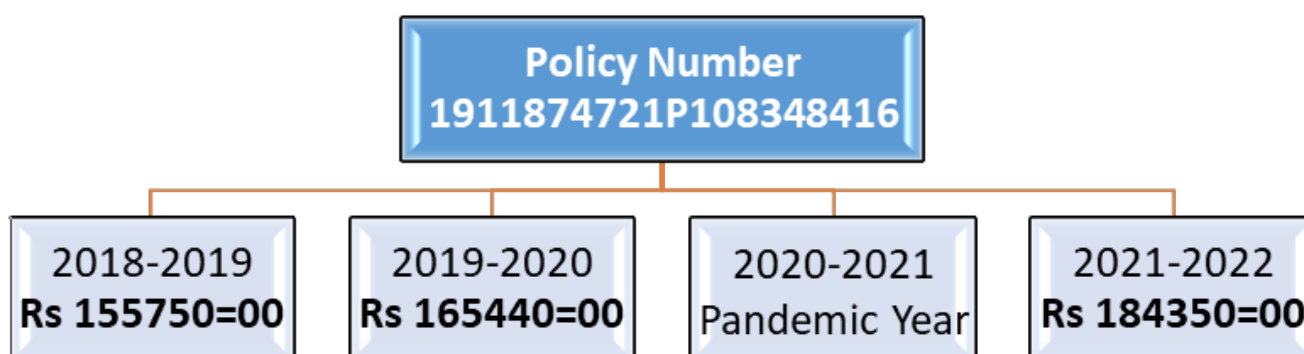


- **Budgeting:** IEHE prepares yearly budget and it is duly approved by EC/GC, which empowers the Institute/Departments for conducting various activities within time frame, such as:



- **Student Welfare:** 'Mandatory-Group-Insurance-Scheme' for all enrolled students, the Institute provides institutional merit awards for meritorious students and merit-cum means scholarships for academically meritorious and financially weak students.

Group Insurance Policy for Enrolled Students



All the above student welfare and support services are initiated and completed on time due to the support and co-operation of the organizational setup.

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

5. CONCLUSION

Additional Information :

- Awards & Medals are instituted to incentivize academics, sports & talents. Each year, the multitalented student of the Institute is honored with the Director's Medal. The Director's Medal is awarded to the deserving student of final year of undergraduate degree course on the basis of academic, sports, co-curricular & extra-curricular activities.
- Co-curricular activities and extra-curricular activities are spread over the entire academic calendar. The Annual function offers a cultural bonanza to the students and provides them a forum to exhibit and chisel their talents.
- NSS students have to render 120 hours of community service to be eligible for certification. NSS camps and other projects instil a sense of social responsibility and a feeling of community service among the students.
- Departmental festival is a milestone event which facilitates 'Out of the box learning'. The event spurs & initiates interest in the subject thereby mitigating the boredom of stereotyped learning.
- NCC unit of 100 students has been sanctioned by Barkatullah University, Bhopal at the Institute.
- Clubs like Literary Club, Current Events Club, Cultural Activities Club, Internet Club Nature & Adventure Club, Social Service Club, Sports Club, Economics Club etc are functional.
- Tutor-Guardian Scheme exists to keep a record of the progress, problems or any other difficulty that the student might have. Parents are required to meet the concerned TG in the interest of their ward.
- Institute Magazine and Newsletter chronicles the cultural, academic and overall activities of the Institute
- Educational Excursions are organized to different parts of country during the semester breaks.
- Alumni association serves as a link between the ex-students and their alma-mater necessary for the growth of the Institute
- Grievance & Redressal Cell receives suggestions or complaints from the students as well as the parents, to effectuate improvements in every segment of administration.
- Women Counseling Cell provides guidance regarding academic and job-oriented schemes to girl students.

Concluding Remarks :

The motto, vision, and mission of the Institute are amply justified and reflected through its contribution to the different areas of students' growth and development. The Institute constantly endeavours to upgrade, modify,

and adapt current needs and demand so as to meet the expectations of its stakeholders. The consistent rise in student enrolment from various strata of society testifies to the trust and faith of stakeholders.

The recommendations of the NAAC peer team report of the third cycle of NAAC accreditation in 2016 have been well addressed during the quality pursuit of the Institute. It may be worth mentioning here that the Department of Higher Education, MP has taken the decision to open eight more Institutes for Excellence on the model of '**Institute for Excellence in Higher Education (IEHE), Bhopal**'.

The number of research centers has increased from five to seven, along with **415** quality research papers published in reputed journals. **103** faculty with Ph.D. degree including **2** D.Litt, **39** research guides having **194** research scholars registered during the assessment period.

The average pass percentage of outgoing students is above **97%**, **513** placements, more than **25%** of student progression to Higher Studies are some of the milestone achievements of the Institutes' progress saga. Collaborations with other institutes have increased with the result that at present **26** MOUs and cluster collaborations with **12** colleges have established an active interface of students with society.

The excellent signal speed of internet with fire-wall protection has helped in creating a robust teaching-learning and evaluation mechanism and significantly contributed to impeccable governance. Automation has been increased in administration, financial management, library services, student admission and other support services.

Facilities for alternative sources of energy and energy conservation like solar energy, wheeling to the grid and sensor-based lights have increased significantly over the last five years. Efforts are being made by the Institute through various educational, cultural, and extension activities to inculcate a sense of unity, harmony, nationality, and respect for Indian Culture and diversity among the learners.

Thus, the Institute shall continue to provide opportunities to stakeholders that expand the geographical reach of the Institute.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	Percentage of Programmes where syllabus revision was carried out during the last five years. 1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 48 Answer after DVV Verification: 48 1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 43 Answer after DVV Verification: 29 Remark : syllabus is changed more than once in a program during the five year period, then it should be counted as one change, edited accordingly.																				
1.1.3	Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>481</td><td>426</td><td>431</td><td>430</td><td>395</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>173</td><td>161</td><td>159</td><td>156</td><td>149</td></tr></table> Remark : Input edited as per the supportive documents.	2021-22	2020-21	2019-20	2018-19	2017-18	481	426	431	430	395	2021-22	2020-21	2019-20	2018-19	2017-18	173	161	159	156	149
2021-22	2020-21	2019-20	2018-19	2017-18																	
481	426	431	430	395																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
173	161	159	156	149																	
1.3.2	Number of value-added courses for imparting transferable and life skills offered during last five years. 1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>173</td><td>15</td><td>08</td><td>17</td><td>303</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>173</td><td>15</td><td>08</td><td>17</td><td>304</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	173	15	08	17	303	2021-22	2020-21	2019-20	2018-19	2017-18	173	15	08	17	304
2021-22	2020-21	2019-20	2018-19	2017-18																	
173	15	08	17	303																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
173	15	08	17	304																	

Remark : Input edited as per the data template.

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3164	1050	1762	2043	3499

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3164	1050	1762	2043	3481

Remark : Input edited as per the data template.

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

- 1) Students, 2) Teachers, 3) Employers,**
4) Alumni

Answer before DVV Verification : A. All 4 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per the supportive documents.

1.4.2 The feedback system of the Institution comprises of the following :

Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website

Answer After DVV Verification: E. Feedback not obtained

Remark : Input edited as per the supportive documents.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
748	727	628	773	494

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
520	504	466	514	409

Remark : Input edited as per the admitted students is always less then or equal to earmarked seats.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	29.81528	0	.30	1.85

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1.85

Remark : Input edited as per the e-copies.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	24	46	21	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	17	18	24

Remark : Input edited as per the ISBN number. Repeated number count once only.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

3.6.2.1. Total number of awards and recognition received for extension activities from

Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	00	09	00	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	05	00	00

Remark : Input edited as per the supportive documents.

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4642	1751	747	566	1445

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3450	1751	747	566	1445

Remark : Input edited as per the supporting documents.

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	19	17	14	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	12	06	05

	Remark : Input edited as per the consider only functional MOUs
4.1.3	Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year) 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 73 Answer after DVV Verification: 01 Remark : Input edited as per the photographs, HEI not provide the geo tagged photos.
4.3.4	Institution has the following Facilities for e-content development 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : Input edited as per the HEI not provided any supportive documents.

2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	Number of programs offered year-wise for last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>48</td><td>30</td><td>30</td><td>30</td><td>29</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>48</td><td>30</td><td>30</td><td>29</td><td>29</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	48	30	30	30	29	2021-22	2020-21	2019-20	2018-19	2017-18	48	30	30	29	29
2021-22	2020-21	2019-20	2018-19	2017-18																	
48	30	30	30	29																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
48	30	30	29	29																	
2.3	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1146</td><td>1215</td><td>946</td><td>881</td><td>862</td></tr></table> Answer After DVV Verification:	2021-22	2020-21	2019-20	2018-19	2017-18	1146	1215	946	881	862										
2021-22	2020-21	2019-20	2018-19	2017-18																	
1146	1215	946	881	862																	

2021-22	2020-21	2019-20	2018-19	2017-18
3450	3559	3271	3093	2679

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
748	727	628	773	494

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
705	705	685	705	620