SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST. WILFRED'S COLLEGE FOR GIRLS

SECTOR-5, NEAR TECHNOLOGY PARK VASHISHTHA MARG, SHIPRA PATH, MANSAROVAR, JAIPUR, RAJASTHAN 302020
302020
https://wilfredgirlscollege.com

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 2007, **St. Wilfred's College for Girls (SWCG)** was founded in the reminiscence of **Lt. Shree Gopal Das Ji Badaya**, a Philanthropist who upsurge **'Girl Education'** to develop self-reliant society with the mission of "**Where the mind is without fear ! Where the head is held high**!". Since 16 years the College has been playing a vital role in the field of Women Education. The College is affiliated to University of Rajasthan, running its academic session accordingly & offering **UG (B.A., B.COM., B.C.A., and B.Sc.)** and **PG (M.A. & M.Sc.) Cources.** To bridge curriculum and demand of industry, college offers various **Value Added Courses** and **Skill Development Programs** for students.

For this Noble Education moto, **SWCG** has been awarded from various agencies regularly. MDRA India Today has awarded the College with overall **27th Rank (Emerging Colleges of India)** in **2022-23.** Empowering Girls Education Award by Nachiketa Gurukul, Promoting Sustainable Environment by Bhumi Foundation, Best College Survey 2020 by The Week, MDRA India Today has also awarded SWCG as **'First Best College in Rajasthan'** and ranked **'16th in India'** in **2017, 2018 and 2019** consecutively etc to number few. The College also has been awarded with **Overall Excellence Award** in **2017** and **Education Excellence Award** in 2019. Such accolades establish the college's reputation as a leader in the field of higher education.

SWCG leadership comprises **Mr. Suresh Badaya** & **Dr. Keshav Badaya** upholding legacy of **'Quality Education'** with holistic development of students by using excellent strategic vision. To strengthen 'Girl Education', the college has allocated more than **Rs. 82 Lacs Internal Scholarship** in last five years for students to cope them up with their financial constraints. Moreover, the College is well equipped with state-of-the-art infrastructure (including Research Centre, Air Conditioned Auditorium, indoor and outdoor Sports facilities, Laboratories, ventilated Classrooms, ICT facilities, software, ERP system, Library etc.), lush green campus with sustainable environmental friendly measures, excellent faculties with innovative teaching-learning methods makes us THE BEST COLLEGE of INDIA. The College strongly believes in its best practices '**Social Conscience'** and **'Women in Development'** to learn, grow and establish its students as World-ready citizens.

Vision

The Vision of St. Wilfred's College for Girls are reviewed and redefined in the view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policy for higher education. In the present context, the vision of the college is -

- To nurture and create dynamic and charismatic women who are equipped to be world citizen.
- To make students academically superior and ethically strong to serve the society better.
- To provide quality education through combination of knowledge & skills to promote scientific, entrepreneurial and vocational attitude.
- To instill optimism and positivity in students to promote global competence.
- To instill in students a spirit of responsibility, ethics and a strong belief in social accountability.

Mission

The institution's Mission "**Where the mind is without fear ! Where the head is held high!**" reflects the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. The mission of the college is

- To emerge as a renowned women institution in academic excellence.
- To equip students with Intellectual, Spiritual and Emotional strength to face the global challenges.
- To sensitize students towards inclusive Social concerns, Human rights, Gender and Environmental issues.
- To prime young minds for the acquisition of Information, Competence and Empathy.
- To provide a conducive environment for proper harnessing of latent talents of students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Humanitarian approach of the Top Management having strong belief in girl child education and strengthening them beyond all the barriers through allocation of more than Rs. 81 Lacs to overcome financial constraints of students.
- Industrialists, Professionals, Philanthropist and Social Workers as members of the institution.
- Well qualified, experienced, competent and innovative faculty members and administrative support staff.
- Resilient internal policies enabling the workforce along with the students to get the best out of the resources available in and outside the college.
- Exemplary institution with prime focus on 'Women in Development' and 'Social Conscience' as its best practice to create a society ideal for all.
- Campus with modern facilities with complete security, lush green area and well-ventilated infrastructure.
- Vivacious students with a sense of 'Social Conscience' having excellent achievements in both Academic and Non-Academic activities.
- Alumnae across the globe with well-versed connectivity with faculty members.
- The College has 27 functional MoUs with eminent industries, companies and NGOs at both National and International level.
- The Institution has Research and Faculty-Student Exchange programs with other eminent institutions to exchange knowledge on extra-edge.
- Availability of maximum number of subject combinations at UG level in the state of Rajasthan with Value Added Courses.
- Fully-furnished Library, adequate digital Journals and Resource Material, with the necessary furniture like comfortable seating, tables, shelves and reading areas designed to provide a conducive environment for studying and research.
- Well-equipped Science, Psychology, Geography, Home-Science and Computer Labs with latest software and ICT enabled classrooms.
- A well-facilitated Wi-Fi Campus with Air-Conditioned Auditorium, Indoor Sports facility, Research, Innovation and Incubation Centre, Open Area, lush Garden, Canteen etc. with 360-degree and 24*7

coverage from CCTV cameras making highly secured environment for girls and women in campus.

- Placement Cell and Teaching Departments catering to the diverse needs of students' employability, providing opportunities for Internships, Fellowships and Summer Trainings.
- Eco-friendly, plastic free, clean and lush-green campus that conserves energy, protects bio-diversity and ensuring self-sustainability in area of energy-waste management.

Institutional Weakness

- An affiliated college with no right to modify the syllabi / curricula to furnish the emerging societal needs and evaluation system which restricts the Institution to amend itself with the dynamic environment. Therefore, the college is providing value-added courses to enhance the skills of students and orienting them towards numerous employment opportunities.
- Being an affiliated self- financing college, the college has to look to the Government recognized institutions for approval.
- Since the college is for girls students only, the number of students' admission is comparatively less. However, the college is consistently working to enhance the enrollment of more students in the college.
- The curriculum is mainly based on theoretical aspects and therefore it doesn't provide enough opportunities to faculties to enhance their research experience.
- The outbreak of COVID brought an adverse impact on college in terms of limited admission, limited research projects, limited NSS/NCC/outreach activities and educational/industrial visits.
- No major Government agency to fund the research projects and initiatives that in turn discourage the growth of research which is much needed in education.
- The parking facility is a concern for the Institution which should be resolved at earliest to ensure hassle free entry and exit of students and staff.
- The playground facilities for outdoor sports are also a constraint in the college. Therefore, the college has made special arrangements to deal with this issue.
- Limited resources in the use of digital technology to enhance teaching- learning in campus.
- Power back-up sometimes comes as a limitation in the college that may be addressed.

Institutional Opportunity

- The College has the ability to work with universities and higher education institutions at Global level to make the students world –ready citizen and a global resource.
- The College has an opportunity to implement the important policies laid down by the New Education Policy 2020 that will benefit the whole system.
- Being a women's college, it has the great potential to implement a number of programmes to address the long-standing demands of industries that demand women as their prime resource. This creates a supportive and inclusive environment where women students can thrive, pursue their academic and career goals and develop leadership skills.
- The College has two important best practices 'Women in Development' and 'Social Conscience' which has a huge scope to bring desired outcomes in the society through the students of the college under the guidance of dedicated faculties.
- The College has an opportunity to strengthen business ties with regional, international and local entrepreneurial entities and institutes. As the Institution has Research, Innovation and Incubation Cell which works in collaboration with Entrepreneurship Cell enabling students to initiate new business ideas in various technical and non- technical fields.

- As a matter of fact, girls and women are proven to be much more capable in art and creativity when combined with the scientific method of developing any business and the best results can be produced.
- The College with its adequate research substructure and qualified faculty members can apply for research grants, projects and other research activities.

Institutional Challenge

- Over the years, the Commerce stream has shown a downward trend due to the unavailability of Commerce subjects in many government colleges and schools, so it becomes a big challenge to fill all the sanctioned seats of B.Com.
- To revive the interest of the students towards the subjects losing their sheen i.e. Sanskrit and Philosophy.
- The institution realises the gap between slow academic advancement and fast paced industrial requirement.
- It is crucial to identify the underlying reasons why students dropped out in the Institution. According to Institutional research, some common factors that contribute to student dropout include financial difficulties, personal circumstances, lack of academic support, mismatched career aspirations and challenges in adjusting to college life. By understanding these reasons, the Institution can develop targeted interventions to address the specific needs of returning students and facilitating the dropout students to resume the course.
- The Institution is facing challenge to build a strong Research Aptitude within the students due to lesser funds availability from various sections of society. The institution can still address this challenge by adopting a strategic approach. It requires a multi-faceted approach that involves seeking external funding, allocating internal resources, fostering research culture, forming collaborations and leveraging alumni and donor support. Despite the constraints, with creative solutions and dedicated efforts, the institution can create an environment conducive to research and nurture students' research skills and aspirations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- St. Wilfred's College for Girls in Jaipur's course curricula are governed by the rules of the university to which it is affiliated. To be responsive to constantly changing needs, the University of Rajasthan (UOR) monitors its curricula, pedagogy and infrastructure and makes periodic updates.
- According to UOR guidelines, teaching loads are distributed among faculty members based on their areas of expertise and interests. Subject-specific course files are created including course structure, syllabus, course plan & coverage, CO-PO-PSO mapping, tutorial & assignments, last year's exam questions, notes, etc. The review of academic achievement is done during meetings of the Programme Academic & Advisory Committee (PAAC). Each academic department establish their own activity calendars at the start of each year and the overall Academic Calendar is created by the IQAC in the College.
- Faculties engage in a range of activities linked to curriculum development and assessment at institutions in addition to the affiliating university. Their knowledge aids the college in developing innovative approaches to learning.
- The College offers a variety of value-added courses for students to enhance their professional

development and personal growth, encompassing conferences, seminars, workshops, expert lectures and short-term add-on programmes.

- The College has motivated 300 Students; 50 % greater than total registered students i.e. 579 for the Enrolment for various courses at SWAYAM-NPTEL & MOOC Portal for upgrading the practical and quality education.
- The courses that include experiential learning through project work/field work/ internship are around 60%. Many students have undertaken project work/field work/internship during the last five years.
- At SWCG, education is dialogic and the feedback mechanism provides transparency and accountability. The feedback from all the stakeholders is collected and analyzed by the committees both at departmental and central level. Responding to various requirements keeps communication channels open with various stakeholders. The IQAC performs annual internal audits and all departments are encouraged to do self-evaluations in order to critically reflect on their procedures.This strategy promotes the integration of stakeholders' and the Institution's interests.
- Institution integrates crosscutting issues relevant to Professional Ethics, Gender Equality, Human Values, Environment and Sustainability in practice.

Teaching-learning and Evaluation

- The College adheres with the motto of maintaining advanced standards in higher education. There is robust system to maintain the academic environment up-to the mark. Students are well informed about academic systems in the college through orientation program every year. The faculties are well qualified and experienced who are dedicated towards imparting advanced quality education in students. Percentage of full time teachers against sanctioned posts during the last five years is maintained as per UGC norms.
- Periodically, Continuous Internal Assessment is conducted with complete openness and justice. Every department has clear COs, POs, and PSOs as well as a clear vision and mission. Through both direct and indirect techniques, the Programme Outcomes and Programme Specific Outcomes are evaluated with the Course Outcomes of the pertinent courses.
- The teaching methodologies are well versed with the current need of industrial and market scenarios. On individual level, faculties in the college use various ICT modern aids including PPT, learning with playing, group discussions, practical assignments, project report, case studies, group tasks, debates and audio-visual aids. On departmental level, guest lectures, seminars, field visits, industrial visits, company tour, educational tour, quiz, interclass competitions, etc. are used to make students learn from the root level to advance level. The teacher student ratio in the college is less than 10:1, consequently teachers are firm in taking care of their students.
- There is transparent and sound system for examination on both internal and external level. Program Academic and Advisory Committee (PAAC) provides the Academic Calendar that serves the proper flow of information for entire year's overview and schedules to be followed through-out the academic session in the college. Teachers set question papers considering Bloom'sTaxonomy and set CO, PO and PSO for internal examinations. Furthermore, the students are also prepared through internal exams for the main/ final examinations for academic attainments. Faculties also identify weaker students or slow learners to equip them with Remedial Classes, also advance learners are motivated for various skill enhancement programs.
- *The percentage of seats filled For reserved categories (SC, ST, OBC etc.) is more than 60 % against total students admitted.*

Research, Innovations and Extension

- The College intends to encourage both educators and learners to pursue high-quality research in their particular fields of interest by cultivating a research-oriented mindset among both groups, thereby a Research, Innovation and Incubation Centre (RIIC) has been established for accomplishing research oriented objectives. The cell cultivates a setting that promotes entrepreneurship, innovation and creativity. It helps instructors and students hone and polish their thoughts, enabling these to become innovative ideas for new services, goods or charitable endeavors. The cell also helps to link budding business owners with pertinent networks, financial options and mentorship programs.
- The College is successful in developing a suitable environment to nurture a spirit of research, innovation and entrepreneurship within its students, which is an outcome of numerous activities that has been conducted by RIIC in the college. During the last five years the college has organized 223 activities under RIIC and Entrepreneurship Cell containing workshops, guest lectures, seminars, training programs, field visits, industrial visits, exhibitions,etc.
- The College has been awarded, recognized and ranked for Excellence in Education, Emerging College of India, Overall Excellence etc. by National Institutional Ranking Framework (NIRF), Ministry of Human Resource Development, Government of India and Marketing and Development Research Associate (MDRA), India Today. Furthermore, the faculties in the college are efficient and engaged in activities relevant to research. In this way total 8 faculties are awarded and recognized in the field of research, training and innovations.
- The Entrepreneurship & Incubation Cell encourages students and business professionals to connect in productive ways so they may work together, get advice, and consider joint venture opportunities. In order to expose students to real-world business situations and encourage relationships with successful business person, investors and mentors, the cell organizes networking events, pitch sessions, and industrial visits which provide the real benefits to the students in starting their business ideas successfully and got registered. As a matter of fact, total 11 students are there in the college who successfully initiated start-ups under support and guidance of entrepreneurship cell, actively engaged till date.
- *The Institiute has more then 30 functional MoUs/linkages with institutions/ industries in India and abroad.*

Infrastructure and Learning Resources

- The college, which is in Mansarovar, one of the Rajasthan's well-known neighbourhoods, has a well-kept, Wi-Fi equipped, user-friendly and durable infrastructure that is conducive to teaching, learning and the total development of students. The college is well situated and has a sprawling lovely campus that is 2500 square metres in size.
- The teaching block of the college runs into two buildings "Kalpana Chawla Block" and "Gargi Block" with well-furnished and spacious classrooms for lectures. The college has seminar hall cum smart classrooms which are quite spacious, well-ventilated and equipped with audio-visual aids like LCD projectors, podium, collar microphones and speaker systems.
- The Central Library has a rich collection of books, journals and e-resources. The institute library is fully automated with all its subsystems.
- The college has well-designed labs which are adequately equipped with learning resources.
- Almost all public and learning areas within the campus have reasonable Internet coverage.

- The College has enough computers with a Student:Computer::<5:1 and bandwidth of internet connection in the institution is 100 mbps. About 50% (approx.) of expenditure excluding salary has been utilized on maintenance of infrastructure with a well-established systems and procedures.
- The college has an auditorium with a seating capacity of 275 persons and an excellent light and sound system. A spacious open area provides a vibrant space for various exhibitions, street plays and national events.
- The college also takes pride in its comprehensive sports and fitness infrastructure. Indoor arrangements include a badminton court, table tennis,billiards, etc. The college has made special arrangements for outdoor sports facilities include a football court,cricket pitch, etc.
- The College has contract for the maintenance of the rooftop solar plant by the company.
- Additionally, the college ensures the regular maintenance and upkeep of all facilities like classrooms, laboratories, canteen, hygiene, etc. through trained and efficient staff and a system of periodic checks.
- More then 25% of total expenditure is made on infrastructure development and augmentation as well as More then 25% maintenance of physical facilities and academic support facilities excluding salary component.
- Digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources/journals are Introduced.

Student Support and Progression

- SWCG has created a fabric of social inclusion and empowerment through student-centric financial incentives and welfare measures.
- The college has Need Based Scholarship to support economically weaker students in continuation of education and to reduce the dropout rate. Nearly 75% students have been benefited by scholarships provided by the government/non-government agencies during the last five years.
- In addition to financial support, the college has active students' grievance redressal mechanisms that help them seek redressal for complaints, including those about sexual harassment and ragging. For the students' emotional well-being, the college also offers formal in-house counselling.
- Institutional provisions facilitate vertical movement of students to higher levels and gainful employment, with an average of 80% students progressing to higher education in the last five years.
- The Placement cell facilitates the students' professional growth and success as many leading Corporates like Amazon, Byju's, Samanvya, Axis bank, ICICI bank, Wipro, Infosys, Accenture, etc. and non-corporates like schools, colleges, and NGOs.
- The college also facilitates students' representation and engagement in various administrative and co-curricular activities through a formal student council body that is elected annually by active participation of all students.
- The college has various co-curricular, cultural and sports activities to ensure the holistic development of the students. Students actively participate in extension activities through NCC, NSS, RRC, etc. Various intra and inter-institute platforms are provided to the students to showcase a wide array of extra-curricular activities.
- The college has a registered alumni association and the alumni work closely with the students and the departments to provide regular guidance and mentorship. The Institute conducts Alumni Meet every year in order to strengthen the alumni network.
- Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), ICT/computing skills are regularly organised for improving students' capability.
- Each and every student of of College benefitted by guidance for competitive examinations and career counseling.

- Institute has Zero tolerance for any kind of student/staff grievances including sexual harassment and ragging cases.
- ~80% of the students outgoing students and students progressing to higher education during the last five years.

Governance, Leadership and Management

- In order to realise its objective, the institute's leadership strives to maintain an open and interactive environment. The faculty and administration work tirelessly to understand and communicate rapid changes in the academic structure and operation of the university.
- The college has implemented welfare schemes and a range of development oriented programmes for the teaching and non-teaching staff.
- The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution. Similarly, Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues.
- Transparency, inclusivity and accountability characterise governance of SWCG. Through feedback forms, numerous stakeholders such as students, teachers, employers and alumni are invited to provide input. It is then examined and appropriate action is taken and communicated to the Governing Body.
- PAAC and IQAC monitor the quality of the teaching-learning process while the management facilitates the smooth functioning of teaching and support systems. Besides this, external academic audit is also conducted regularly.
- The institute has a fair and transparent appraisal system for all teaching and non-teaching staff.
- Faculties are encouraged to carry out a self-appraisal every year to gain insight into the effectiveness of their teaching style and its impact on students.
- An Internal Audit Report is given by IQAC to each department. Each department is also given a tool for self-reflection (Self-Assessment Proforma) to take suitable action collectively.
- The college has policy for providing financial support to faculty members for attending conferences/workshops, undergoing MOOCs courses, publishing patents, etc. For non-teaching staff members specific programmes are being conducted for their personal development.
- The vision of the College is to be a global leader in education and a valuable partner in the evolution of a just, humane and inclusive society in India. The Governing Body, the Principal and IQAC together work towards the designing and implementation of the institutional quality policy.
- The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression.

Institutional Values and Best Practices

- St. Wilfred's College for Girls goes beyond traditional education for the implementation of the Best Practices in the college. The best practices that college strives for are 'Social Conscience' and 'Women in Development' through instilling a strong sense of practices in its students. The outcomes of the best practices manifest in the Girls of our institution, who are stronger in their social, emotional, financial and psychological decisions now.
- The College aims to build an environmentally sustainable campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness through notable measures.

- The institute has taken several steps like installation of solar plants, planting more trees, water recharging and water conservation system etc. to make campus eco-friendly, environmentally sustainable and a true "Green Campus."
- Responding to the needs of differently abled persons, the campus is fitted with ramps, disabled friendly washrooms and wheelchair.
- SWCG values inclusionary practices at multiple levels. The college celebrate cultural, regional, linguistic and socioeconomic diversities through various committee.
- SWCG educates students about their Fundamental Rights and Duties through various programmes organised by Departments/Societies.
- SWCG fosters a Code of Professional Ethics and Conduct for students, teaching and non-teaching staff and the governing body to promote the core values of the college.
- The College also endeavors to make the girls a global ready capital through internships, training, project work and research facilities with eminent companies. Multifarious activities such as guest lectures, talk session and workshops are constantly organized to promote awareness for women rights and equality.
- The college's educational distinctiveness lies in the empowerment of women from all strata of the society addressing the changing needs of students and society in the most innovative, engaged and compassionate way while providing a cutting edge competitive education.
- The Women's Cell plays a critical role in fostering gender sensitivity by organizing gender equity programmes and handling cases of sexual harassment. he College assists students in their tough times by providing psychological counselling to them.
- SWCG offers formal in-house Counselling and guidance services for its students through professionally trained counsellors in the campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. WILFRED'S COLLEGE FOR GIRLS
Address	Sector-5, Near Technology Park Vashishtha Marg, Shipra Path, Mansarovar, Jaipur, Rajasthan 302020
City	Jaipur
State	Rajasthan
Pin	302020
Website	https://wilfredgirlscollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	MANISHA TIWARI	0141-2783476	9829613106	-	swcg.naac@gmail.com
IQAC / CIQA coordinator	NARENDRA KUMAR AGRAWAL	-	8824092710	-	nka.all28@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Rajasthan	University of Rajasthan	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	23-05-2014	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Sector-5, Near Technology Park Vashishtha Marg, Shipra Path, Mansarovar, Jaipur, Rajasthan 302020	Urban	0.62	2000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Department Of Arts And Humanities	36	Passed qualifying examination 12th Class from any school located in Rajasthan with 45% (60% For the outsider students)	English,Hindi	240	78
UG	BSc,Department Of Science	36	Passed qualifying examination 12th Class from any school located in Rajasthan with 48% (60% For the outsider students)	English,Hindi	240	29
UG	BCA,Department Of Computer Science	36	Passed qualifying examination 12th Class from any school located in Rajasthan with 48% (60% For the outsider students)	English	60	36
UG	BCom,Department Of Commerce	36	Passed qualifying examination 12th Class	English,Hindi	240	20

			from any school located in Rajasthan with 45% (60% For the outsider students)			
PG	MA,Departm ent Of Arts And Humanities	24	Passed qualifying examination from any University located in Rajasthan with 48% and in the subject applied should be 55% (60% For the outsider students)	English,Hind i	40	12
PG	MA,Departm ent Of Arts And Humanities	24	Passed qualifying examination from any University located in Rajasthan with 48% and in the subject applied should be 55% (60% For the outsider students)	English,Hind i	40	4
PG	MA,Departm ent Of Arts And Humanities	24	Passed qualifying examination from any University located in	English	40	4

			Rajasthan with 48% and in the subject applied should be 55% (60% For the outsider students)			
PG	MSc,Department Of Science	24	Passed qualifying examination from any University located in Rajasthan with 55% and in the subject applied should be 55% (60% For the outsider students)	English	80	23
PG	MSc,Department Of Science	24	Passed qualifying examination from any University located in Rajasthan with 55% and in the subject applied should be 55% (60% For the outsider students)	English	40	9
PG	MSc,Department Of Science	24	Passed qualifying examination from any	English	40	2

			University located in Rajasthan with 55% and in the subject applied should be 55% (60% For the outsider students)			
PG	MSc,Department Of Science	24	Passed qualifying examination from any University located in Rajasthan with 55% and in the subject applied should be 55% (60% For the outsider students)	English	60	1
PG	MSc,Department Of Science	24	Passed qualifying examination from any University located in Rajasthan with 55% and in the subject applied should be 55% (60% For the outsider students)	English	40	2

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				11				11				50
Recruited	3	6	0	9	1	7	0	8	19	31	0	50
Yet to Recruit				2				3				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				22
Recruited	9	13	0	22
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	9	13	0	22
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	2	10	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	2	10	0	12
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	5	0	0	4	0	1	6	0	19
M.Phil.	0	1	0	0	1	0	0	2	0	4
PG	0	0	0	1	2	0	6	10	0	19
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	8	0	17
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
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
	1	3	0	4

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	0	0	0	0	0
	Female	407	21	0	0	428
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	138	13	0	0	151
	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	0	0	0	0
	Female	53	88	83	75
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	41	52	63	74
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	271	321	330	415
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	250	269	309	363
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	20	24	8	5
	Others	0	0	0	0
Total		635	754	793	932

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	"? ?? ?????? ?????? ????? ?????????????????? ??????????????" (Let noble thoughts come from all directions) This profound concept from the Rigveda illustrates the recognition of limitless learning in the Vedic Period. India has a rich tradition of the multidisciplinary approach since ages, as exemplified by the ancient institutions such as Nalanda and Takshashila. These higher learning centres were known for teaching in every branch of knowledge, like singing, painting, chemistry, mathematics, vocational fields such as carpentry, clothes-making; professional fields such as medicine and engineering; and soft skills such as communication discussion and debate. Recently the focus moved to specialization resulting in the growth of single-stream institutions. To reboot the legacy of multidisciplinary education, the National Education Policy 2020 suggests several policies to help widen learners' thinking and learning capability and train them to address emerging challenges. St. Wilfred's College for Girls is an institution with imaginative and flexible curricular structures that is committed to adopt the multidisciplinary approach in education as per the norms laid down in 'New Education Policy 2020'. The College is prepared for undergraduate programme framework as mentioned below: 1. The College has an undergraduate programme framework of total Four Years/ Ten Semesters. 2. There are two major disciplines, one major/minor discipline, one multidiscipline, ability enhancement course, one skill enhancement course, one or more value added course, one summer internship, one research project/ dissertation. cumulative minimum credit required is 52 (+4). 3. Students who opt to exit after completion of the first year and have secured 48 credits will be awarded a UG certificate if, in addition, they complete one internship of 4 credits during the summer vacation of the first year. 4. Students who opt to exit after completion of the second year and have secured 96 credits will be awarded a UG Diploma if, in addition, they complete one internship of 4 credits during the summer vacation of the first year/ second year. 5. Students who wish to undergo a 3-year UG programme will be awarded a UG Degree after completion of the three years, securing 146 credits and satisfying the minimum credit requirement, if in addition, they complete one internship of 4 credits during the summer vacation of

	the first year/ second year/ third year. 6. Students will be awarded UG Degree (Honours) in the relevant Discipline/ Subject provided they secure 200 credits. 7. Students will be awarded UG Degree (Honours) with research in the relevant Discipline/ Subject provided they secure 200 credits. 8. It should be noted that Discipline 1/ Subject 1, Discipline 2/ Subject 2 and Discipline 3/ Subject 3, all three cannot be from the same Discipline/ Subject. In case of Arts Faculty, all three cannot be Language Discipline/ Subject, also all three cannot be social Discipline/ Subject. 9. Students are not allowed to take the same courses studied in the 12th class under the Interdisciplinary/ Multidisciplinary Courses. 10. 40% of the credits in any category may be earned through online courses approved by the Department as per existing UGC regulations.
2. Academic bank of credits (ABC):	As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer" mechanism from one programme to another, leading to attain a Degree/ Diploma/PG-diploma, etc., The registration of institutions and services will be a critical function of the academic bank of credit. ABC shall deposit credits awarded by registered institutions into students' accounts. The Academic Bank Credit(s) can only be shared from institutions, not directly from the student. Only credits submitted by an authorized institution will be accepted for storage and validation by the ABC. Following are the features of ABC: 1. Allows academic institutions to lodge and maintain the integrity of the credits 2. Maintains the authenticity and confidentiality of student credits 3. Easy credit transfers through digital mode 4. Faster credit recognition St. Wilfred's College for Girls is ready to adopt the ABC system as per the UGC guidelines and in accordance with the National Education Policy 2020. However, The college is an affiliated college from University of Rajasthan and seeks the ABC system to be adopted by the University so that it can be implemented in the college too.
3. Skill development:	St. Wilfred's College for Girls thrives to strengthen the vocational education and soft skills in the students to make them ready for employment and

entrepreneurship. For the purpose various skill development classes are being organized successfully which in turn developed numerous skills in our students. The college is running five value added courses to uplift the employability. These are- Business Analytics, Banking Insurance and Equity, Artificial Intelligence Fashion Technology and Textile Designing. The college has also organized several activities during the year including trainings, workshops, seminars, guest lectures etc. to inculcate soft skills and other important IT skills like communication, spoken English, personality development, IT skill in students. The college firmly considers that only a good citizen can make a good Nation so student must be a good human being before being any resource anywhere. For the same, St. Wilfred's College for Girls has been endeavoring to inculcate 'Social Conscience' in students as a best practice. The college is committed to provide value-based education to inculcate positivity amongst the students that include the development of humanistic, ethical, constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. to indoctrinate the moral, social and human values in students. Along with providing education, the college makes every effort to inspire its students to take part in a wide range of activities, such as social gatherings, commemorative days, professional ethics programmes, national holidays, international holidays, and outreach initiatives, as well as to collaborate and organise these activities so that they can practice making decisions and carrying them out under the supervision of their mentors.. This results into developing the personality and attitude of students more responsible, sincere and earnest towards their duties that comes with rights for the everything surrounding them. More significantly the College has been running the NCC, NSS and RRC Programs. The National Cadet Corps (NCC) is a youth development movement. It has enormous potential for Nation building. The NCC provides opportunities to the youth of the country for their all-round development with a sense of Duty, Commitment, Dedication, Discipline and Moral Values so that they become able leaders and useful citizens. The Motto of NSS "Not Me But You",

	reflects the essence of democratic living and upholds the need for self-less service. NSS helps the students development & appreciation to other person's point of view and also show consideration towards other living beings. The philosophy of the NSS is a good doctrine in this motto, which underlines on the belief that welfare of individual is ultimately dependent on the welfare of the society as a whole and therefore, the NSS volunteers shall strive for the well-being of the society. RRC program runs under the Rajasthan State AIDS control society, that was formed under Rajasthan society act 1958. National AIDS Control programme is being implemented by AIDS cell formed under the Directorate of Medical and Health Services, Govt. of Rajasthan.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The National Educational Policy 2020 (NEP 2020) recommends the incorporation of Indian knowledge system (IKS) into the curriculum at all levels of education. In order to procure and continue the heritage of our ancient contributors in every single field must be taught first to the new generation students. Moreover, according to NEP 2020 the IKS can be promoted not only through curricula but also by internships programs and Research. St. Wilfred's College for Girls considers the significance of Indian knowledge system and promote IKS through its curricula. Majorly in the curricula various Ancient Philanthropists, Economists, Mathematicians, Scientists and Historians are being taught in the College. Few names of the ancient contributors that are being taught are- Charak, Aryabhatt, Varahmihir, Manusmriti, Kautilya, Shukracharya, ChandraGupta Maurya, Ashoka, Kanishka, Kalidas, Harsh, Vishak Dutt, Shudrak, Birbal Sahani and many more in the curricula. The contribution of these eminent personalities is not only relevant in present time in various fields but also their teachings is being used in several strategies forming to get long term and short term successful completion of one's goals in life. St. Wilfred's College for Girls recognizes the importance of integrating the Indian knowledge system into its curricula. The college aims to provide a comprehensive education that combines global perspectives with a deep understanding of India's rich cultural heritage and traditional knowledge. Inclusion of Indian philosophy and spirituality: The college offers courses or modules that explore Indian

	philosophical traditions such as Vedanta, Jainism, Yoga, or Buddhism. These modules can delve into the concepts of self-realization, ethics and the pursuit of knowledge as found in ancient Indian texts. Study of Indian Literature: The curricula include the works of renowned Indian authors and poets. Students can engage with literary masterpieces from different time periods and regions of India, gaining insights into the country's diverse cultural and linguistic heritage. Incorporation of Traditional Arts and Crafts: St. Wilfred's College for Girls emphasize the significance of Indian traditional arts and crafts, such as painting, sculpture, textile design and pottery so that our students could have the opportunity to learn and practice these art forms, appreciating their historical and cultural value. Exploration of Indian History and Heritage: The college offers courses that delve into Indian history, covering different epochs, civilizations, and empires. Students can gain a deeper understanding of India's historical context and its contributions to various fields such as science, mathematics, and architecture. Integration of Ayurveda and Yoga: St. Wilfred's College for Girls incorporates the principles of Vanaspati Vigyan (traditional Indian medicine) into its curricula which enable students to learn about holistic health practices, meditation techniques, and the benefits of a balanced lifestyle as taught in these ancient Indian systems. In addition to this, the College also integrates National and International Conferences, Workshops, Seminars, Guest Lectures etc. to promote IKS in its education system. St. Wilfred's College for Girls may design a well-rounded educational experience that combines contemporary knowledge with the timeless wisdom of India's intellectual and cultural traditions.
5. Focus on Outcome based education (OBE):	St. Wilfred's College for Girls operates with the aim of implementing Outcome Based Education (OBE). In alignment with OBE standards, the institution prepares Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). The set of ten graduate attributes is identified as Program Outcomes (POs). Each program defines Program Specific Outcomes (PSOs) in accordance with its vision and mission. Course Outcomes (COs) are outlined for individual courses by respective course coordinators. Program Outcomes (POs) signify the

	knowledge, skills, and attitudes that students are expected to possess upon completing their respective programs. Course Outcomes (COs) describe the resulting knowledge and skills that students gain at the conclusion of each course. COs outline the cognitive processes that a course offers and are tailored to the content of each course. Each course includes five defined course outcomes, which may be adjusted and refined by course coordinators as needed. Students are introduced to course outcomes during their initial class and are consistently reminded of them throughout the course discussions. Program Specific Outcomes (PSOs) encompass the achievements students should attain by the time they graduate. Each program defines two to three specific outcomes unique to that program. Dissemination of these educational components occurs through various channels: 1. They are posted on the institute's official website, including the Vision, Mission, COs, POs, and PSOs. 2. Prominent locations across the campus display this information for staff, students, and the public to see. 3. Employers and alumni are informed about these outcomes. 4. Parents receive this information during Parent Teacher Meetings (PTMs). 5. Documentation such as course files, lab manuals, journals, seminar reports, and project reports include these outcomes. The evaluation of Course Outcomes (COs) and Program Outcomes (POs) involves several steps: 1. Course coordinators create a matrix that maps COs to POs and COs to PSOs. 2. Justifications for these mappings are also provided. 3. Tools for assessing the achievement of COs are defined for each course. 4. Attainment of COs, POs, and PSOs is measured using a variety of tools. 5. Direct attainment is gauged through internal assessment tools like half-yearly and pre-university examinations. 6. External Assessment Tools involve university examinations. 7. Indirect attainment of POs and PSOs is calculated through surveys and feedback.
6. Distance education/online education:	Not Applicable

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Yes, Electoral Literacy Club (ELC) has been set up in

set up in the College?	the College. St. Wilfred's College for Girls recognizes the significance of citizenship in a democracy, thereby Electoral Literacy Club (ELC) has been established and successfully run through Program & Academic Advisory Committee (PAAC) since 2017 in the College.
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' coordinator and coordinating faculty members are appointed by the College. The Student's Coordinator and Faculty Coordinator are appointed by the Principal and Head, IQAC of the College and the ELC is functional in the College. The Structure of the ELC is mentioned as below: In 2023, Dr. Ajit Kumar Sharma (Faculty Coordinator), Kusha Dharamdasni (BCA F) (Student Coordinator) In 2022, Dr. Tarika Sharma (Faculty Coordinator), Anchal Saini (B.com F) (Student Coordinator) In 2021, Dr. Ajit Kumar Sharma (Faculty Coordinator), Utkarshini Singh Rathore (MA Eng. Prev) (Student Coordinator) In 2020, Dr. Tarika Sharma (Faculty Coordinator), Minakshi (M.Sc. Physics Final) (Student Coordinator) In 2019, Dr. Ajit Kumar Sharma (Faculty Coordinator), Zehla Sherwani (M. Sc. Botany Previous) (Student Coordinator) In 2018, Dr. Tarika Sharma (Faculty Coordinator), Vishakha Saini (M. Sc. Psychology Previous) (Student Coordinator)
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.	St. Wilfred's College for Girls acknowledges the importance of citizenship within a democratic context. As a result, the Electoral Literacy Club plays a crucial role in enlightening and involving young individuals in the electoral system, with the goal of enhancing awareness and comprehension of the electoral procedures among the populace. These endeavors aim to educate voters about their entitlements and duties, augment engagement in elections, and nurture a climate of well-informed decision-making ensuring the accomplishment of the following objectives- • To raise faculty's and student's knowledge and interest in elections through educational programs and awareness campaigns, • To create awareness and educate the targeted populations about voter registration, electoral process and related matters. • To train the targeted populace with EVMs and to educate them about robustness of EVMs and reliability of the electoral process using EVMs in the Country. • To support the target addressees, understand the value of their vote to safeguard that

	they exercise their right to vote in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting.
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.	Considering the role of democratic management, SWCG implements activities and games designed to stimulate and motivate students to think and ask questions regarding citizenship, rights and democracy. Through ELC, Election Commission of India, aims to strengthen the electoral participation culture among young and future voters. St. Wilfred's College for Girls through the Electoral Literacy Club implements socially relevant projects and initiatives for electoral-related issues as mentioned below- ? Right to Vote – Pledge in the College. ? Right to Vote – Awareness Campaign (Outreach Activity). ? Right to Vote – Public Speech in School. ? Right to Vote – Poster Competition in College. ? Special Camp for Voters Rights (Outreach Activity). ? Special Camp for EVM and integrity of the electoral process (Outreach Activity). ? Promotion of Ethical Voting in College.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The College's 100 percent students are enrolled as voters in the electoral roll. Moreover, the ELC of the college is being active to register those eligible students who are turning above 18 years of age till 10th October 2023. The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs which create awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
579	635	754	793	932

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 64

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	64	54	55	53

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
242.74086	217.88612	187.42374	266.42289	208.48476

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

St. Wilfred's College for Girls ensures effective **Curriculum Planning** in the College. The IQAC plays a crucial role in maintaining and enhancing the quality of education in the Institution. For the accomplishment of purpose, the Internal Quality Assurance Cell (IQAC) of college organizes meeting for determining the courses, subjects and learning outcomes for each program in accordance with industry requirements, academic standards and feedback from stakeholders to maintain and implement the curriculum as per the norms of University of Rajasthan.

1. Planning of an academic session is started with the meeting of Board of Governance (BOG) of Institute, where Head of the Institute (Principal) Presents the Annual Report/Results/Goals/Achievements of past session.
2. On the Basis of Attainment of Goals, Vision and Mission, Board of Governance made Strategy Development and Deployment for upcoming session.
3. IQAC also sets new targets and goals for each Cell and Departments.
4. The curriculum is carefully crafted to support the syllabus contents and industrial/practical exposure to provide a **congenial environment for academic excellence**. The prime focus is maintained on efficacy of delivering methodologies.
5. Subjects are assigned to faculty members as per their expertise and interest. The IQAC ensures the Curriculum Delivery once the curriculum is planned, that it is effectively delivered to the students. For the same IQAC develop and implement the **Academic Calendar** before the starting of the session.
6. The **academic calendar** outlines important dates such as the start and end of each session, examination schedules, holidays and other academic events and it helps in providing a structured timeline for academic and extra-curricular scheduled activities.
7. **Subject wise course files** are prepared which contains course scheme, syllabus, unit wise lecture plan, list of books required, CO-PO-PSO mapping, tutorial sheets half-yearly, pre- university question papers, assignments, subject notes etc. As per the need prerequisite courses are discussed.
8. Institute follows a practice of conduction of half yearly **Internal Academic Audit** to verify the effectiveness of teaching-learning methodologies and the necessary steps are taken to steer the desired changes whenever required.
9. For effective teaching learnig processes institute promote **Student Centric Iearning methods like experiential learning, participative learning, Guest lectures/Seminars/Conferences/Workshops/Alumni Lectures, QA/GD/debates, critical and analytical thinking, Field trips, visits of industary and research labs, Innovation & Incubation, use ICT enabled tools and problem solving methodologies.**
10. Participation of MOOC and NPTL by Teachers/students.

Moreover, IQAC in the College thrives for finding gaps between the curriculum and industrial requirements, thereby **Value Added Courses** has been run for students that enrich both the employability and entrepreneurial opportunities.

Furthermore, various **Skill Development Classes** are integral part of curriculum to enhance the **Capacity Building** of students in college. The College also has practice to find its advance learners and weaker students and ensure the gap fulfilment through remedial classes and doubt solving session's separately. By implementing these processes and documenting them, St. Wilfred College for Girls' IQAC is contributing to the overall quality of education and the holistic development of students. It enables the college to maintain standards, track progress and make improvements based on feedback and data.

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

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 47

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

Other Upload Files	
1	[View Document](#)

1.2.2 *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five*

years

Response: 66.48

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
389	440	423	653	550

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

1.3 Curriculum Enrichment

1.3.1 *Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

Response:

St. Wilfred's College for Girls recognizes the importance of addressing **Cross-Cutting Issues** that encompass Professional Ethics, Gender, Human Values, Environment and Sustainability. By integrating these issues into various aspects of the **curriculum delivery**, activities and policies.

Institution is successfully nurturing young women who are not only academically competent but also socially responsible and environmentally conscious.

Gender Sensitization

Cross-cutting issues related to gender sensitization are integrated across the college's academic programs and extracurricular activities. Through dedicated courses, workshops, and seminars, students are educated about the social, cultural, and economic aspects of gender equality. They are encouraged to challenge gender stereotypes, promote inclusivity, and develop a strong sense of self-identity and self-worth. The college also actively collaborates with external organizations and NGOs to raise awareness about gender-related issues and provide support to marginalized communities.

Professional Ethics

Preparing students for professional success and nurturing their ethical and moral values are key priorities at St. Wilfred's College for Girls. Issues related to **Professional Ethics** are incorporated into the curriculum and co-curricular activities to instil integrity, empathy and social responsibility among the

students. The college organizes workshops on ethical decision-making, leadership development and community engagement to enhance students' understanding of their roles as responsible professionals and active contributors to society. Moreover, mentorship programs, guest lectures, and internships are offered to provide practical exposure and cultivate professionalism.

Environment and Sustainability

Recognizing the pressing need for environmental stewardship, institute emphasizes sustainable practices and environmental consciousness. Cross-cutting issues related to Sustainable Development and Environmental Preservation are embedded within the college's infrastructure, policies and academic programs. The college promotes waste reduction, energy conservation and water management through initiatives like recycling campaigns, tree plantation drives and awareness programs on climate change. Environmental studies are integrated into the curriculum, enabling students to understand the interconnections between ecological balance, economic growth, and social well-being.

Human Values

- College have adequately clear that education in human values is not a process of mere information transfer or prescribing certain Do's and Don'ts.
- College promotes process of inculcating right understanding about ourselves vis-à-vis rest of existential reality through the process of self-exploration.
- College teach affecting perceptional transformation and developing the competence to live in accordance with it voluntarily.
- College has to be implemented in a secular and a scientific way to enable its universalization in the present context.

The integration of these cross-cutting issues in the curriculum has resulted in several positive outcomes.

- Firstly, it nurtured generation of young women who are aware of their rights, champions of gender equality and equipped with necessary skills to challenge gender biases in various spheres of life.
- Secondly, students are imbued with professional/human values, enabling them to become compassionate and ethical leaders in their respective fields.
- Finally, fostering environmental consciousness, the college instils a sense of responsibility towards the planet, equipping students to address pressing environmental challenges and work towards sustainable solutions. Through its holistic approach, St. Wilfred's College for Girls serves as a beacon of inspiration for other educational institutions striving to create a better world through education.

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

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 47.67

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 276

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

1.4 Feedback System

1.4.1 *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 24.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	235	297	258	365

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

2022-23	2021-22	2020-21	2019-20	2018-19
1160	1160	1160	1120	1120

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 29.08

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
128	139	190	162	226

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

2022-23	2021-22	2020-21	2019-20	2018-19
590	590	590	568	568

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

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 9.81

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The Institute strives to make an active learning environment available to all students by enhancing the classroom experience in various ways. Fieldwork and hands-on project work, Individual work and collaborative group work are blended to optimize experiential learning. The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society.

Participative Learning:

- The College organizes **Guest lectures/Seminars/Conferences/Workshops/Alumni Lectures** and interactive sessions with subject experts.
- Students are given **assignments** that they have to present before their classmates. This helps in conceptual understanding and acquisition of effective communication skills. **QA/GD/debates** on relevant issues facilitate participative learning.
- For **critical and analytical thinking**, students are given research questions. These research questions are sometimes developed into minor projects.
- **Slum visits** are organized for group of students to gain social responsibilities of the lives of the people living in slum areas.
- The students are encouraged to participate in **debates and presentations**.

Experiential Learning:

- **Field trips** to biodiversity parks, heritage sites are organized to promote grass root understanding of concepts. Extensive use of Case Studies to improve the problem-solving ability of the students.
- Visits to other **higher education institutions/Universities/research labs/industries** are facilitated & organised to bridge the gap between industry and academics.
- Few disciplines have **industrial training/experience of research methodology** which helps students learn by experiencing practical applications of theoretical knowledge.
- The **Student Development Cell** provides opportunities in career with the help of **Placement Cell**.
- The **Research, Innovation & Incubation Cell** helps students conduct independent research in survey methods, data collection and social outreach.
- Teachers update their lecture content by referring to the rich collection of books and on that basis students prepare individual notes.
- The college employs an interactive approach through **discussions, debates and oral group presentations** to encourage greater participation and interactive learning.
- **Newsletters, Magazines and Research Journals** are published by the college to nurture creativity and other skills.

Problem Solving Methodology

- Problem solving classes are planned by subject faculty whenever needed.
- Numerical problems occurring in the University examination and other typical problems are discussed in lecture.
- Projects based on real-world problems and challenges are given to students which encourage them to find creative and innovative solutions.
- Special NET/GATE classes for advanced learners are conducted.

Teachers use ICT enabled tools for effective teaching-learning process:

- **I**T enabled learning tools such as Power Point Presentations (PPTs), Video Lectures, MOOCs, NPTEL, SWAYAM etc. are used by teachers.
- IT saminarhall of each department are fully furnished with audio-video system & internet facility.
- Students use National Digital Library, NPTEL, DELNET, international journals, publications & YouTube videos to explore further and enhance the perspective on topics of interest for quick

learners.
- Audio-visual learning: In many subjects (wherever necessary) audio-visual aids are used.
- Subjective seminars: Additional seminars on the subjective topics, projects related to their subjects are done.

The institution assesses the learning levels of the students and organises special Programmes for **advanced learners and slow learners** Like Mentoring, Counseling, remedial classes, mock interviews, recorded lecture and Expert sessions.

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

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 84.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	68	67	68	69

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2 *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

Response: 78.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	41	47	49	49

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Mechanism of Internal and External Examination

The college has totally transparent system for internal evaluation. Each student has made completely aware of the established policy of the university to which they are affiliated and the normal evaluation method for the theory and practical areas. To familiarize them with procedures of main examinations and assessment process, the college conduct **orientation programs**, **half yearly** and **pre university exam** as policy of its affiliating university.

Internal Assessment

1. The examination schedule is announced in advance through the academic calendar.
2. The foundation of internal assessment is the ongoing, thorough one half-yearly exam, one pre-university exam, assignments, presentations, class tests, quizzes, etc.
3. Internal assessment of lab courses consists of practical record, attendance, viva-voce, presentation and day to day performance on the basis of each experiment is assessed.
4. Both half-yearly examination and Pre-university examination process is centrally governed by exam cell of college. Time table and the important information like room sitting plan etc. is notified well before the commencement of examination.
5. The requisite paper must be submitted by the faculty to the examination cell within the allotted time frame in a sealed envelope.

6. Question papers are created strictly in accordance with the format of university end-of-term papers including Bloom's Taxonomy, COs, in-depth solutions and marking scheme.
7. In order to prevent any form of wrongdoing, the examination cell appoints an internal flying squad comprising senior faculty members during the examination.
8. Answer sheets are evaluated by concerned faculty, the marked answer sheets for internal examination are displayed to the class for discussion and mark verification as well as student satisfaction. The results of the learners internal evaluation exam are shared with the parents during 'PTM' held twice a year for proper feedback system. Final result have been submitted to exam cell by faculty.
9. Students are free to interact with subject teacher/head of the department to resolve any grievance.
10. The result of examination is declared within a week from the last date of examination and detailed analysis is done.
11. Extra internal examination of specific subject is conducted at the end of the year for those students who were absent during examination due to unavoidable medical conditions.

External Examination

The College is affiliated from University of Rajasthan, therefore final annual examination is conducted by affiliating University. No Internal exam marks were added to Main exam Marks. Result of a student completely depends on her performance in the main examination.

The Grievance Redressal System

1. Students are free to interact with their teachers to resolve grievances regarding the assessment if any.
2. The Exam Cell directly accepts all student's grievance.
3. Convener Exam Cell directly takes necessary efficient actions on grievance which are further discussed in meetings of the exam cell.
4. Answere sheets are re-evaluated by Head of Department/Appointed Faculty.
5. Slow and Advanced learners are identified after each exam. Extra/Revision Classes were arranged for them as per requirement.

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

2.6 Student Performance and Learning Outcomes

2.6.1 *Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

Response:

St. Wilfred's College for Girls is working with the objective of **Outcome Based Education (OBE)**.

Hence, the institute's vision & mission, departmental vision & mission, programme outcomes (POs), programme specific outcomes (PSOs) and Course Outcomes (COs) are displayed on the institute's website, departmental laboratories, library, notice boards and lecture halls. The POs are aligned with the departmental vision & mission statements which are further aligned with the institutional vision & mission. The ten graduate attributes are referred as **Program Outcomes (POs)**. **Two Program Specific Outcomes (PSOs)** for each subject are framed by the respective programs. **Course Outcomes (COs)** are defined for every subject by respective course coordinators.

Program Outcomes (POs): It represents the knowledge, skills and attitudes the students achieve at the time of completion of their respective program.

Program Specific Outcomes (PSOs): These are what the students should be able to achieve at the time of graduation in each subject they opted.

Course Outcomes (COs): It gives the resultant knowledge and skills which the student acquires at the end of each subject/paper. It defines the cognitive processes based on **Bloom's Taxonomy**. The course outcomes are defined as per the contents of each subject/paper. Five course outcomes are defined for each subject/paper. Course Outcomes are conveyed to the students by the subject teacher in introductory class. As per the requirement course outcomes are modified and re-framed by the course coordinators. During the classes/discussion of the course, outcomes of the course are also focused.

FDPs are conducted for newly joined faculty members in which all these objectives are explained. They are also encouraged to join COs, POs, PSOs based faculty development programme conducted by UOR/UGC.

Departmental/PAAC meetings are scheduled periodically to discuss various course objectives and outcomes.

The institute and departmental vision/mission, POs, PSOs and COs are mentioned in course files of faculty members.

COs mapping is based on Bloom's Taxonomy focusing on Graduate Attributes, Knowledge, Problem Analysis, Design/ development of solutions, Tool Usage, Society Environment and Sustainability, Ethics, Team work, Communication, Project Management, Lifelong learning etc.

To bridge the gap between syllabus, COs POs and PSOs,the college organizes different activities like workshops, expert lecture, seminars etc.

Dissemination

- The Vision, Mission, COs, POs and PSOs are displayed on thecollege website.
- It is also displayed at prominent locations of the campus for staff, students and public view.
- It is communicated to employers and alumni.
- It is communicated to parents during the Parent Teacher Meeting (PTM).
- It is attached in the course files, lab manuals, journals, seminar reports and project reports,etc.

CO-PO Evaluation

- The course coordinator prepares a matrix of CO-PO & CO-PSO mapping.
- The justification of CO-PO & CO-PSO mapping is also provided.
- The tools for attainment of CO are defined for each course.
- The attainment of CO, PO, PSO is calculated by using various tools.
- **Internal assessment tools** (for direct attainment): Half Yearly & Pre University Examination.
- **External assessment tools**: University Examination.
- **Indirect attainment** of PO and PSO is also calculated based on various surveys and feedback.

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

The Institute believes to access a continuous and comprehensive evaluation of programs. Hence institute follows **"Outcome Based Education (OBE)"** to evaluate the performance, knowledge and skills of students through the attainment of POs, PSOs and COs. The process of attainment of COs and POs starts with writing appropriate COs for each course. Course Outcomes using action verbs as suggested by Bloom's Taxonomy. Then **COs are mapped on the scale of 0 to 3 where 0 is used for no correlation and 3 is used for strongly correlated.**

Attainment of Course Outcomes
Instutute evaluation process of students for exams are segregated into three components namely half yearly and pre university exam followed by main Exam of University of Rajasthan. **Internal component 20% (half yearly and pre university exam) and end term component 80% (university examination)**

Attainment of Program Outcomes and Program Specific Outcomes

Direct Attainment (80%)- Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable Course Outcomes.
Indirect Attainment Measurement (20%) - Indirect attainment level of PO & PSO is determined based on the student exit surveys, feedback, participation in Co-curricular and Extracurricular activities and impact analysis of various academic activities.

The institution aspires to attain Programme Outcomes (POs) and Course Outcomes (COs) of all the programmes adeptly through effective teaching,exams, applicable assignments, industrial visits, field trips, guest lectures, workshops and the institution also provides full support to all the departments to enhance their efficacious outcome. Institute promotes departments to analyse attainment and devise remedial mechanisms for improvement. The COs are evaluated through the result analysis of internal assessment tests and university examination. The result analysis is done for each subject and also for the entire class as a whole after the completion of each examination to gauge the course outcome attainment.

The faculties take into account the feedbacks of students and allocate papers amongst themselves accordingly. Planning, coordination, time management, lateral thinking, creative skills and inter & intra personal skills of students are measured by their organization skills. Employability and entrepreneurship skills are measured through their performance in placement training as well as through placement record.

Other Methods of measuring attainment:

1. **Feedback Evaluation:** The Institution collects feedback from students, alumni, employers and teachers which is an important method of measuring attainment with objectives of impact of teaching learning process.
2. **Internships:** Students are encouraged to take up internships, projects, fieldwork, etc.
3. **Placements:** One of the most important programme outcomes of undergraduate degree is the employability of students upon successful completion of their degree programme. The college has a placement cell catering to the demands of companies from different sectors.
4. **Higher Studies:** Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in educational institutions in India/abroad.

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

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response: 93.5

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
246	234	289	333	293

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
248	247	304	350	343

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 *Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

Response: 43.8

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
11.5	7.5	1	11.3	12.50

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

3.2 Innovation Ecosystem

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

Response:

The **'Research, Innovation and Incubation Cell' (RIIC)** established in 2017, at **St. Wilfred's College for Girls** is a dynamic and innovative center dedicated to foster research, innovation and entrepreneurship among the students and faculties. With a vision to create a culture of inquiry and problem-solving, the cell provides a supportive environment that nurtures creativity, critical thinking and the pursuit of knowledge. The 'Research, Innovation and Incubation Cell' has developed an ecosystem where innovations, Indian Knowledge System (IKS), International property rights can be promoted for the creation and transfer of knowledge/ technology. The primary objectives of the 'Research, Innovation and Incubation Cell' include:

- Promoting Research Excellence
- Fostering Innovation and Entrepreneurship
- Collaborative Endeavours
- Incubation Support
- Knowledge Dissemination
- Networking & Industry Partnerships and Outreach

The 'Research, Innovation and Incubation Cell' (RIIC) serves as a dedicated unit within a college to promote and support research, innovation and entrepreneurship among students. It enables the students for developing any innovation or idea throughout the following stages mentioned below:

- Research
- Conception of idea
- Screening idea
- Development of product/ concept
- Feasibility check
- Product design
- Testing & validation
- Launch
- Post- launch evaluation

The RIIC through numerous activities has achieved **remarkable outcomes** that manifest in the development of the students in terms of augmented interest, aptitude and propensity for research and entrepreneurship. In this way, the RIIC and Entrepreneurship cell have organized **127 and 96 number of activities** repectively during last five years including **Workshops, Industrial Visits**, **Seminars, Educational Visits, Exhibitions, International Conferences, National Conferences, Research and Training Programs, Guest Lectures, Skill Development Programs and Value Added Courses** for the promotion of research, innovation and entrepreneurship, **IPR** and **IKS** in the college. The college promotes the patents of **IPR** for both the faculties and students for enriching their profile. As a result, the college has **10 Proud Tycoons** who have initiated and developed their innovative ideas and established their ventures successfully with the guidance and support of both the cells in the college. The Research, Innovation and Incubation Cell (RIIC) at St. Wilfred's College for Girls is committed to nurture a vibrant research and innovation ecosystem that empowers students and faculty members to make meaningful contributions to society. By fostering a spirit of inquiry, creativity and entrepreneurship, the cell aims to instill academic excellence and social impact.

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

3.2.2 *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

Response: 55

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	7	11	7	8

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

3.3 Research Publications and Awards

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

Response: 0.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	8	6	7	12

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.33

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	3	1	3

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

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

St. Wilfred's College for Girls has actively engaged in extension activities in the neighbourhood community over the last five years. The College organizes extension activities through **Cultural Activity Cell, NSS, NCC** and **RRC** unit. These activities have a significant impact on sensitizing students to social issues, promoting their holistic development and fostering a sense of responsibility towards the community. Through a diverse range of initiatives and activities, the college has successfully created a positive impact on both the students and the neighbourhood community as mentioned below:

- **World Human Rights Day** Celebration event aimed to raise awareness about human rights issues and promote equality and justice in society which sensitized them to various social injustices and encouraged them to become advocates for human rights.
- **The Blood Donation Camp** organized by the college played a vital role in addressing the shortage of blood in hospitals. This initiative sensitized the students to the importance of voluntary blood donation and instilled in them a sense of altruism and social responsibility.
- **World AIDS Day Program**, where the students actively spread awareness about HIV/AIDS prevention and support for individuals affected by the disease. This initiative helped reduce the stigma associated with HIV/AIDS and promoted compassion and understanding among the students.
- **The Republic Day Celebration** at St. Wilfred's College for Girls fostered a sense of patriotism and respect for the Indian Constitution and democratic values encouraging active citizenship and participation in nation-building.
- **National Unity Day**, emphasizing the importance of unity and integrity in a diverse society. Through activities and events, the students actively promoted national integration by celebrating

the diversity of India. **Anandam Day** Celebration focused on spreading joy and happiness among underprivileged individuals. This initiative not only brought smiles to the faces of the less fortunate but also sensitized the students to the challenges faced by marginalized communities and the importance of giving back to society.

- The College actively participated in the **Gramin Olympic Games**, promoting sportsmanship and providing students with opportunities to showcase their talents and represent the institution. These games not only contributed to the physical well-being of the students but also instilled values of discipline, teamwork and healthy competition.
- Throughout the years, the college organized various activities aligned with important days such as World Mental Health Day, World Environment Day, Azadi ka Amrit Mahotsava, World Food Day, and more.
- **Various cultural festivals** like Eid, Basant Panchami, Holi, Diwali, Lohri, Christmas, Raksha Bandhan, Krishna Janmashtami, Teej and Hindi Diwas are celebrated with enthusiasm. These initiatives contributed to the students' overall development, fostering their talents, knowledge and skills.

In conclusion, **St. Wilfred's College for Girls** has successfully implemented a wide range of extension activities in the neighborhood community over the past five years.

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

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

St. Wilfred's College for Girls has been playing a vital role in building the holistic development of its students and strives hard for the same through both academic and extension activities from several years. The College has been recognized and awarded from various agencies during the last five years. Recently Marketing and Development Research Associate (MDRA), India Today has awarded the college with overall **27th Rank (Emerging Colleges of India)** in 2022-23, National Institutional Ranking Framework (NIRF) has recognized in **top 200 colleges of India** in the year **2020**. The college also been awarded with **Overall Excellence Award** in **2017** and **Education Excellence Award 2019**. The college was awarded by India Today as **First Best College of Rajasthan** for the **2017**, **2018** and **2019**.The college was awarded by **Bhumi Foundation** for promoting **Sustainable Environment** in **2023**. The college was awarded by **Nachiketa Gurukul** for **Empowering Girls Education** by granting scholarship **2023** and by **Root Cure Lab** for **Creating Health Awareness, 2023**.

In addition to this, the college has enriched faculties who have been awarded from different government and non- government agencies for their remarkable contribution in the diverse field of research, training and entrepreneurship. Recently **Dr. Ajeet Kumar Sharma** has been awarded with **APSI Young Scientist Award** from **Academy of Plant Sciences India** in **2023, Fellowship Award (FAPS)** from

Academy of Plant Sciences India in **2021** and **Lal Bahadur Shastri Glocal Award** for **Biodiversity from Glocal Environment & Social Association** in **2019**. In the same series, **Dr. Narendra Kumar Agrawal** has been awarded with **Research Based Pedagogical Trainer** from **British Council** in **2019** and **Best India,** by **Department of Biotechnology, India. Dr. Dimple Sharma** has been awarded with **APSI Young Women Scientist Award** from **Academy of Plant Sciences India** in **2023. Dr. Monika Jain, Dr. Mridula Sharma, Dr. Mani Bharti, Ms Urvashi Sharma and Ms. Neha Gupta** were awarded with **Pratibha Samman Samaroh by Savitribai Phule Organization for Academic Research and Social Developement. Ms. Swati Sharma** has been awarded for **Corporate Training & Development** from **Excellence Global Skills** in **2022** and likewise **Ms. Nisha** has been recognized as **Guest of Honour** from **Rajasthan Environment** and **Energy Conservation** in **2023. Ms. Urvashi Sharma has been awarded by ISPELL Rajasthan Forum** in **2022. Dr. Shahida Khan** has been awarded by **Rawat PG Girls College** for **Effective Service and excellent contribution in education**.

St. Wilfred's College for Girls endeavors at its best to develop an institution where quality education along with the holistic development of its student can be achieved through each and every possible effort from the college, also it looks forward to attain and maintain the expected standards as per the **Higher Education Institutional** norms.

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

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

Response: 111

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
41	26	6	15	23

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

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

Response: 30

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

St. Wilfred's College for Girls has constantly endeavoured to provide quality education and ensure all round development of the students with an aim to create aware, responsible and empowered women. Set in Mansarovar, one of the renowned areas of the city, the college has a well-maintained, Wi-Fi enabled, user friendly and resilient infrastructure favourable to teaching, learning and comprehensive development of students.

The college is centrally located and has a large beautiful campus spread over 2500 sq. mt.

The teaching block of the college runs into two buildings i.e.,**"Kalpana Chawla Block"** and **"Gargi Block."** There are 21 well-equipped and spacious classrooms for lectures. The college has 5 seminar halls cum smart classrooms which are quite spacious, well-ventilated and equipped with audio-visual aids like LCD projectors, podium, collar microphones and speaker systems.

The College has well equipped 15 labs which are coordinated by respective department in charges and faculty members. The college has two Physics labs and one Optics Lab, two Chemistry labs, two Home Science labs, one each in Botany, Zoology, Geography, Psychology, Textile, Drawing & Painting, Research, Innovation and Incubation centre. The Botany department also has Herbarium, tissue culture facility, a vermicompost pit and a dedicated Botanical Garden. The Botanical Garden with many species of flora with medicinal value which is compiled into an information catalogue **"Nomenclature of College Flora"** by the faculty to enhance the knowledge of the students.

The college has Research, Innovation and Incubation Centre (RIIC) which acts as a complete support system to provide hands-on experience in innovation and entrepreneurship.

There are two computer labs available for the students consisting of 50 and 35 computers on LAN respectively. These labs have adequate computer equipment, internet connectivity and projectors.

The college has a rich and spacious library well-stacked and fully computerized providing accession to e-learning resources with separate facilities like – property counter, librarian's counter, circulation (Issue/Return) counter, processing section and stacks. There is a reading room of seating capacity of 50 with internet facilities.

To update the students with daily announcements/ information/ news and other activities notice boards have been put up at all important locations.

The administrative block of the college consists of the principal's office, the accounts office, one IQAC room, one document office, counseling cell,committee room, exam cell, NCC and NSS office and one server core which are fully ICT enabled. The college has one canteen and one pantry.

SWCG consists of fully air-conditioned auditorium **Oorja** with seating capacity of more than 275 for organizing seminars, conferences & cultural festivals.The college has an open stage for yoga,exhibition and events.

There is a spacious and well-furnished sports complex for indoor games like chess, carom, table tennis, billiards etc.

The college has officially signed MoUs with Gyan Ashram School, Sanskriti College and GD Badaya auditorium for procuring outdoor sports facilities, swimming pool,gymnasium and auditorium for students.The outdoor sports facilities include football court, basketball court, cricket pitch and tennis court.

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

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

Response: 49.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
123.41285	107.03227	97.90128	130.87836	101.52644

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.2 Library as a Learning Resource

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

Response:

The college has a well-stocked and fully computerized library providing accession to e-learning resources with separate facilities like property counter, librarian's counter, circulation (Issue/Return) counter, processing section and stacks. The central library has well-furnished computers with Wi-Fi facilities. The library has a printer so that material accessed on the internet can be printed. The library also has a high-quality photocopier for duplication of hard copy materials. The library consists of a book bank, not to be issued section and a research section for project report, annual reports, dissertations and faculty publications. The books are well- arranged within the library with magazines and newspapers displayed on the shelves.

The central library of the college is fully automated since 2014. All its activities are managed using the latest Integrated Library Management System (ILMS)– ERP. Scholars.

There is a reading room available with 15 LAN connected desktops for the faculty and students to sit comfortably and study. E-library has access to e-journals, notes through book bank, E-pathshala and other e- resources.

Library is also a member of N-LIST project titled 'National Library and Information Services Infrastructure for Scholarly Content', being jointly executed by e-Shodh Sindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi. This project provides access to e-Resources (6000+ e-Journals and 1,99,500+ e-Books under N-List and 6,00,000 books through NDL).

The College library has a collection of about 25,122 books. It consists of 10 journals of international and national repute, 4 Magazines and 2 Hindi and 1 English Newspapers.

The library has created a webpage within the college website, linked to all the e-resources subscribed by the college. This was especially useful during the pandemic induced lockdown.

All files uploaded by teachers and students are stored in a classroom folder on google drive which can be accessed by the students anytime. The college has an official youtube channel through which teachers disseminate knowledge related to subject and careers.

The college has its own newsletter, college magazine and a research journal.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

Hardware Infrastructure

- The Institute has 130 Desktops out of which 118 are available for students.
- The college uses HP, Dell & BenQ workstations.
- Computer labs have adequate number of desktops maintaining student to computer ratio of <5:1 most of the times.
- In addition, there are 7 Epson printers and 5 scanners in the administrative block.
- The college uses 7 Panasonic projectors, 5 in the seminar hall and 2 in auditorium.
- The college has employed a full time IT consultant for maintenance and support of the ICT infrastructure.
- In general, computing and internet facilities are available to all the teachers and students in the campus.
- The institution provides access to desktop systems to both faculty and students which allows them to use computer aid for academic projects, practical sessions for making effective learning with innovative teachnig methods. This includes giving group assignments and having power point presentations, where students can discuss and explore their knowledge together. Learning combined with visual presentations or working on certain software is much more enjoyable and comprehensive for the students.

Software Infrastructure

- The College has high configuration servers to allow fast transmission of data to the various computers. These servers are: Windows Based Active Directory and Quick Heal antivirus.
- All the computers are supported by a 100mpbs LAN and a 750 user capacity Wi-fi system.
- The desktops are running on windows 7 operating systems.
- Most of the desktops have office 2007 and 2010 installed and a few are running on office 365.

- Office automation packages like Open Office, MS Office and Antivirus are purchased by the college and updated regularly.
- The college provides Tally ERP 9, R Visual studio and Java for educational purpose.
- The college has also subscribed to Scholars. ERP software with convenient mobile application that serves as an interface between teachers, parents and students.

Nature of updation of IT facilities

- The college modernizes the Labs by upgrading the existing software, hardware and electronic accessories. The college electricians are available in the campus throughout the day to provide their service in case of any discrepancy.
- Service and maintenance of the systems are done periodically by the System Administrator.
- Damaged or faulty electronic components are replaced immediately on periodical basis.
- A back up is taken for all the systems every three months, windows and anti-virus are updated on a regular basis.
- LAN and network connections are also monitored by the IT consultant.

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

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

Response: 4.91

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

Response: 118

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 *Percentage expenditure incurred on maintenance of physical facilities and academic support*

facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 50.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
119.32801	110.85385	89.52246	135.54453	106.95832

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 75.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
455	577	544	503	706

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

5.1.2 *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. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
579	635	754	793	932

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

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

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

Response: 79.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	182	210	286	241

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
246	234	289	333	293

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

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

Response: 72.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	32	30	56	66

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one)

during the last five years

Response: 481

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	91	6	38	167

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

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 35.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
57	26	23	33	37

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

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services

Response:

The SWCG Alumni Association is a non-profit making registered Society, under the **Rajasthan Societies Registration Act, 1958**, (Rajasthan Act Number 28, 1958) bearing the Registration No: **COOP/2023/JAIPUR/205723**. The Mission of the association is to provide a vibrant, global network and forum that connects and engages the alumni with their Alma Mater. The association operates under a democratic and inclusive structure ensuring transparency and accountability. The association is governed by elected alumni representatives who oversee the overall functioning of the association and make decisions in alignment with the association's objectives and by laws.

There is a proactive alumni committee which has been working towards building a strong alumni base contributing significantly to the development of the institution. Our alumni have maintained a strong connection with our current students by guiding them in their chosen path. The association aims at planning and organizing successful reunions on an annual basis.

Alumni involvement includes:

- The alumni motivate the girls exploring employment opportunities.
- The alumni also offer scholarships to the poor meritorious students.
- Alumni are also invited for the benefit of the juniors, for conducting viva, career guidance activity; conducting mock personal interviews, discuss business and entrepreneurship opportunities. During the interaction alumni have highlighted the importance of current trends in the market and guided the students about the career opportunities in different fields.
- Alumni who are entrepreneurs have been providing inputs on how to start a new venture and turning them in to job providers.
- Some of the alumni are actively participating in social service combining with creative activities for rural area kids. These activities are quite motivational and create enthusiasm among students resulting in awareness related to importance of education among poor children.
- Alumni extend their support for campus placements and internships.

Our alumni association also supports the institution financially. It encourages our alumni to donate generously for the infrastructural development of the college. Our alumni help the college by donations in the form of books, furniture, keyboards, printer, curtains, black boards, stationary, electronic appliances, sponsorships of any event and providing the scholarship to needy students,etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

In the present context, the vision of the College is to be a global leader in education and a valuable partner in the evolution of a just, humane and inclusive society in India. The Governing Body, the Principal and IQAC together work towards the designing and implementation of the institutional quality policy.

- The institutional Governance and leadership are in accordance with the vision and mission of the Institution.
- Management is decentralized at various levels and have active participation of different stakeholders.
- Institution prospective plan is prepared in line with the Vision and Mission of the institute.
- Institutional practices depicting coordination of Governance & Leadership with Vision & Mission of the institution.

NEP

- As per the vision of academic excellence the college is fully prepared to implement (NEP 2020) from the academic year 2023-24 as per the directions of affiliating University. Preparatory measures like awareness, creation of ABC ID's, Indian knowledge system, Outcome based education, Multidisciplinary approach & Hybrid mode of teaching are all implemented.

Sustained Institutional Growth

- As per the vision of the college leadership, the institution has consistently recorded growth in all areas.
- There is an increase in the number of programs offered, No. of PhD faculty , PhD guides, ICT enabled teaching, ERP based functioning, Certificate Program, Online and Distance mode of learning, Expansion of library and Book bank facility.

Decentralization and Participation

The major governnig bodies, management committee, faculty members, students along with various committee participate in institutional governance.

- The governance and management of college at all levels is decentralized and inclusive.
- The Principal has adequate autonomy to carry out day to day academic administration.
- Teaching and non-teaching staff participate in decision making bodies like IQAC, PAAC and other committees.

- HOD's take care of all processes in academics and its implementation.
- College regularly conducts staff meetings where suggestions of all teachers are invited to arrive at any decision.
- Feedback from teachers are taken and analysed and collective measures are taken.
- Regular meetings are conducted with various stakeholders like parents, students, alumni etc.
- Faculty of each department mentor a group of the students.
- The college has various committees of teachers and students.
- Student Council has representative from all the classes.
- NSS/NCC/RRC/Cultural committee and associations are managed by student office bearer .
- Autonomy is given to the department for budget preparation, organizing conference, seminar, workshop and career guidance etc.

Short and long term institutional plan

Keeping in view the Vision and Mission of the Institution, short term and long term institutional plans are prepared by IQAC every year and deployment is ensured.

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

6.2 Strategy Development and Deployment

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

Response:

Institutional Perspective Plan

The institution has a well-defined organizational structure and governance that is focused on the college's vision and mission. It strives to provide high-quality education by involving all stakeholders in various committees. The committees have been formed to ensure the efficient management of the college's academic, physical, financial and general administrative affairs without breaking the rules and to address and settle any grievances that may arise. The structure and details of the committees/cells available on the college's website strictly follows the UGC, State and Affiliating University rules and regulations.At the beginning of the academic year, various bodies and committees that constitute the organogram of the institution, chalk out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans.

One such broad area in which the **Institutional Perspective and Strategic Plan** has been successfully implemented is that of teaching, learning and research. This has been achieved through the deployment of action plan for the following initiatives**:**

1. Faculty Development Programmes by RCC (Research and Collaboration Committee) and the Departments

2. Introduction of innovative Add-on/Certificate Courses by Programme & Academic Advisory Committee

3. Collaboration with Foreign Universities for student exchange programmes.

4. MoUs signed with Industrial sectors for training, development and placements.

8. The College has also introduced an E-journal which is multidisciplinary refereed e-journal published annually. It is a journal of criticism, practice and theory. It is an interdisciplinary journal covering a range of subjects like economics, english studies, history, political science, psychology, sociology, life science and computer science. It aims at providing an interdisciplinary platform for scholarly debates and exchange of ideas. To facilitate access to the same, it is available free of cost on the college website.

9. Emphasis on using the ICT tools for effective teaching and learning.

10. Research, training and workshops are organised for the students to equip them with the latest research methodologies.

11. Conferences and seminars are organized by various departments to give an exposure to both faculty and students about the latest global trends in academics, industry, sciences, and environment.

Administrative Set up

The Administrative structure ensures that the Governing Body's policies, new programmes, and recommendations are meticulously implemented. However, the management administers/ promulgates and governs all service rules, procedures, recruitment, appraisal, and promotional policies.

Board of Governance of the College meets once a year to discuss issues relating to finance, infrastructure, faculty recruitment and the matters related to the overall development of college.

The Principa**l** is assisted by the Head of departments, all teaching faculty and the non-teaching staff which comprises of the administrative officer, section officers (one for accounts office and one for the general administration), senior and junior office assistants and manual staff.

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

6.2.2 *Institution implements e-governance in its operations*

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

6.3 Faculty Empowerment Strategies

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

Response:

Leave Benefits (As per University rules)

- 12 days of casual leave plus 3 RH are provided to both teaching and non-teaching staff .
- 20 half-pay leave can be availed by the permanent teaching staff after completing one year of service.
- Duty leaves of maximum 15 days to the teaching staff are provided to attend various orientation/refresher/seminar/workshops/training programs as per the government rules. non-teaching staff is also given duty leave.
- Female teaching and non-teaching staff can avail a maternity leave of 180 days as per government rules.
- Male teaching and non-teaching staff can avail paternity leave of 15 days.
- Duty hours of the faculties pursuing PhD will be of 3 hours whenever required.
- Leave given to teaching staff to participate and present papers and to the non-teaching staff for participation in Conference/ Seminars/ Workshops/ FDP, etc.

Medical Benefits

- Infirmary Facility at College
- Health Checkup Camps are regularly organized by the College through tie-ups with hospitals.

Loan Benefits

- Both the teaching and non-teaching staff can avail Loan facilities as per Government rules.
- Quick Provident Fund Loan Facility – 100% of those who applied have availed the benefit.

Faculty Development Programmes

- Faculty enhancement programmes for skill up-gradation and training are organized for both teaching and non-teaching staff.
- Permission is readily granted to participate in refresher courses/ orientation programmes/ short term courses to the teaching staff for professional development.
- Computer training courses are provided for teachers to help them hone their e-skills and the nonteaching staff is sent to attend computer training courses organized by the University.

Support Facilities

Canteen

Grievance Redressal cell.

Internal Complaints Committee

Parking facilities for both teaching and non-teaching staff.

Clean drinking water facilities.

Bank facilities

Ramps facilities for differently abled

ICT Facilities

The College is fully Wi-Fi enabled.

Two full-fledged Computer labs for both students and faculty.

Research Centre.

Laptop/Desktop facilities are provided in the library and staff room.

Recreational Activities for Physical and Emotional Wellbeing

One-day annual excursion for both teaching and non-teaching staff.

Separate department rooms are provided to the teaching staff.

Outdoor and indoor gymnasium facilities for all.

March past and other games held during sports day for both teaching and non-teaching staff.

Performance Appraisal System

- Performance of Teachers as Tutor,Mentor and Staff-Guide are assessed by the concerned the

HOD and the Principal.

- Performance of Non-teaching staff is assessed by the Principal
- The performance of HoDs, Office-Supervisors, Coordinators of various Forums, and IQAC is assessed by the Principal, who communicates with the Management.
- Staff self-appraisal is carried out through a well-structured staff self-appraisal form, which is to be filled and submitted by each faculty at the end of every academic year

Avenues for Career Development & Progression

- Yearly increment and promotions based on Self-Appraisal & Seniority.
- Facility for Orientation / Refresher / Short term programmes.

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

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

Response: 82.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	56	30	46	45

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

6.3.3 *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

Response: 100

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
93	98	88	89	87

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	34	34

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institute manages its funds mainly from tuition fees of students as College is a self-finance. Funds are spent on payment of salary of teaching and non-teaching staff, maintenance work, setup of new infrastructure required for teaching-learning process etc. The College has **Governing Body, Planning and Purchase Committee**, Library and Various associated bodies which help in the preparation, division, allocation and utilization of funds. Budget is prepared keeping in mind developmental activities of the institute. Physical and Academic facilities are augmented, Library services & Sports services are strengthened, Laboratories are augmented and IT infrastructure is increased. Budget for the departments is prepared by concerned HODs, in consultation with the department laboratory in-charges and other faculty. The Purchase Committee decides the policy and procedure for purchasing any item with the inputs from IQAC and Management. In the institutional budget, a provision is also made for books, salaries, departmental priorities, needs and requirements of various non-teaching sections, maintenance expenses such as electricity, water, telephone etc. Source of Income and Expenses are considered as

- **Source of Income:** Tuition/Development fee, Interest, Consultancy Fee
- **Source of Expenditure for Infrastructure, Development and Augmentation:** Library, Lab Instruments, Workshops/Seminar/Conference/ Guest Lectures, Research Paper, Faculty Promation, Entrepreneurship, Visit, Cultural Events, Sports Events, Electronic, Equipment, Students scholarship ERP Software, Staff Welfare, Afflation Fee, Audit Fee, Office Expenses, Research and Development, Security Exp, Tranning and Placement
- **Source of Maintenance of Campus Infrastructure:** Prospectus, Banners, Stationery, Examination, AMC, Sports Accessories, Medical, Plantation, Furniture, Transportation, Energy Conservation, CCTV, Internet Facilities, Solar plant, Cleaning Charges, Electricity Expenses, Repair and Maintinance Telephone Exp.

Optimum utilization of funds

1. Adequate funds are allocated for effective teaching-learning practices such as Orientation Programme, Conferences, Workshops, Seminars, Training, FDPs, Quality education.
2. Funds are utilized to meet day to day operational and administrative expenses and maintenance of infrastructure of the institute.
3. Adequate funds are utilized to enhance library facilities needs to enlarge learning practices every year.
4. Funds are utilized for academic and infrastructural development of the institute.
5. Funds are also allocated for social service activities as part of social responsibilities.

Institution conducts internal and external financial audits regularly

The Institutional internal and external audits are conducted each year by April- May. The institute has an accounts department headed by a full-time accounts officer since its inception to ensure the maintenance of annual accounts and audits. Internal audit is a continuous process which ensues after each and every financial transaction, whereby the college 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 Administrative Officer and the Principal for clarity, authenticity, transparency and financial accuracy. The Chartered Accountant of institute conducts regular accounts audit and certifies its Annual Financial Statements. The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified. Departmental Accession Register, Dead Stock Registers/Purchase Registers are physically checked.

File Description	Document
Upload Additional information	View Document
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The students and faculty development is at core of this institution's philosophy. Hence **Internal Quality Assurance Cell (IQAC)** of the institute is constituted on 21/09/2017. The objective of IQAC is to build up a system for planning, guiding, Instututional Quality Assurance (QA) and Quality Enhancement (QE). IQAC of institute is instrumental in introducing result-oriented changes in the teaching learning process. Also for **decentralization** of academic system, different monetring and planning cells are working in co-ordination of IQAC. The cell is basically responsible for initiating and elucidating certain measures that help the institute come at par with the standards established by the national bodies. At the

starting of session IQAC conduct its meeting to **analyzed Teaching-Learning Methods, Examination Reform, OBE, Result, Feedback, Goles, Placement and Entrepreneurship** etc. On basis of the analysis **action taken is done, Structure and Methodologies, Research & Collaboration Enrichment, Awards, Events and Activities, Faculty Empowerment** is planned and discussed. To review various processes IQAC is conducted regularly Meetings. As a record of incremental improvement of teaching learning detailed calculation and analysis of attainment is done hence POs, CO and Outcome of the course is decided. In this sequence institute has recorded increasing interest in placement and higher education.

Outcomes of Quality Assurance Strategies and Processes in Teaching-Learning Process

1. Enrichment of existing labs
2. Establish linkages/collaboration with reputed national institutes and industries
3. To motivate faculty members for doing intensive research and to obtain Patents for their research findings.
4. NAAC Accreditation for the institute
5. The Development of the e-content
6. Participation of Teachers in MOOCs
7. The Outcome based framework has been adopted. It works through specifying strong and long-term commitment to quality assurance.
8. Motivited faculties to assess application of knowledge, solving complex problems, analyzing, synthesizing, and designing higher level skills.
9. IQAC initiated the adaptation of Blooms Taxonomy in framing of question papers and assessment of students' knowledge includes thinking, knowledge, and application of knowledge.
10. Faculty is motivated to use action verbs such as: classify, demonstrate, recognize, summarize, etc. during teaching in classes and practicals.
11. Students of the institute are also encouraged to take online cources. Open book examinations have been introduced during the COVID.
12. The institute believes in providing congenial environment to promote intellectual growth of students. To support this mission, Mentor-Mentee system is introduced by Principal Dr. Manisha Tiwari in 2022-23. She personally reviewed continually for quality improvement.
13. Mentor interact continually with student, counsel and provide them with constant motivation and emotional support.
14. Mentor help student in exploring careers, setting goals, developing contacts, and identifying resources.
15. Mentor intimate authorities if any administrative action is needed.
16. Facilitate the learning, access the learning levels and provide students with supplementary material.
17. Mentor assess the present standard of the mentees through initial interviews and mock tests.
18. Mentor provide counseling about incoming career opportunities, regular mock interviews, CRT training, monitor progress of mentee, provide constant motivation.

The practice has empowered the learning and teaching process from two directions. The faculty members are better prepared about their teaching techniques. It is a wonderful way of self-assessment.

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

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

St. Wilfred's College for Girls (SWCG) is an Institution where Gender Equity & Sensitization is prioritized in its **Policies & Regulations, Curriculum and Co-curricular activities** as well. The College is proactive in strengthening a gender equal, gender sentient and absolutely safe environment for all its students and members as well through all the facilities in campus.

Gender Equity & Sensitization

In Policies & Regulations:

SWCG values the dignity of every individual. To ensure the same, the college follows policies and thereby regulations as mentioned below:

- Student Development Policy
- Sexual Harassment Policy
- Anti- Ragging Policy
- Institution Social Responsibility Policy
- Grievance Policy
- Discipline Policy
- Parents Teachers Association Policy
- Gender Equity Policy

In Curriculum:

SWCG strongly believes in promoting gender equality and empowering its female students. Students are encouraged to challenge gender stereotypes, promote inclusivity and develop a strong sense of self-identity and self-worth. The college collaborates with NGOs to raise awareness about gender-related issues and provide support to marginalized communities. The college offers curricula including **courses** with **content on gender equity** as mentioned below:

- Feminism Ideology
- Social Psychology
- Movements of Women Empowerment
- Female Education
- Rights of Women in National and International context
- Representation of females in political field
- Criminology: Crime against women & children
- Indian social system
- Status of women in rural area

In Co-Curricular Activities:

The Internal Quality Assurance Cell (IQAC) along with other cells in the college organizes numerous activities like: **International Conference** on "Searching Identities: Exploring Global Perceptions on Women Empowerment in 21st Century", **International Women's Day, National Unity Day, National Youth Day, World's Human Rights Day, Workshops, Seminars, Health Check-up Camps, Guest Lectures, Talk Sessions,** etc**.** to ensure equal opportunity to all the students and members regardless of gender bias.

Facilities for women on campus

Safety and Security:

St. Wilfred's College for Girls is a well secured and well equipped campus with

- 80 CCTV cameras covering the whole campus
- Check at the entry-point with visitor- book
- Security guard (male & female) on entrance of the building
- Health Check-up & first aid facilities
- Girls common room
- Day care/ Medical room
- Canteen
- Indoor sports facility
- Auditorium
- Counselling sections
- Audio visual room and many more.

Counselling Guidance Facility in the Campus:

The psychological counselling and guidance facilitated by psychologists experts in the college is available for the social well-being of all students and members in the Institution. Such facility is beneficial for mental health of each and every person in the campus without any gender inequality. The psychological counselling provided by the experts aims towards every individual's psychological health and awareness about issues regarding their emotional balances and well-being. Living in fast pace culture, many students face stress, anxiety and depression problems which should be resolved on immediate basis, thereby St. Wilfred's College for Girls, stands strong with all it's members and students by providing counselling and proper guidance to them, which in turn develop our students with utmost confidence, strong personality and decision making.

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

7.1.2 The Institution has facilities and initiatives for

    1. **Alternate sources of energy and energy conservation measures**
    2. **Management of the various types of degradable and nondegradable waste**
    3. **Water conservation**
    4. **Green campus initiatives**
    5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

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

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

    1. **Green audit / Environment audit**
    2. **Energy audit**
    3. **Clean and green campus initiatives**
    4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

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

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

St. Wilfred's College for Girls endeavor at its best to provide an **inclusive environment** wherein all students feel nurtured academically with a strong sense of belongingness with the institution regardless of their background, identity, learning preferences or education. **The IQAC, NSS, Cultural Committee, Outreach Committee, Student Development Cell and Departmental Cells** in the College ensure diverse cultural acceptance, tolerance, harmony and respect through conducting World Human Rights Day Celebration, Blood Donation Camp, World Aids Day Program, Republic Day Celebration, Celebration of National Unity Day, Anandam Day Celebration, World Mental Health Day, A Marathon on Run for Unity, World Environment Day, Tree Plantation Drive, Azadi ka Amrit Mahotsava, World Food Day, Active Participation in Gramin Olympic Games, Har Ghar Tiranga Activity, National Youth Day: Viksit Yuva Viksit Bharat, Independence Day, Gandhi Jayanti, NSS Orientation Program, NSS Established Day Celebration 2022, Teacher's Day Celebration 2022, Nukkad Natak: ISI Mark & Hall Mark Information, Talk Session: Safety Awareness and Traffic awareness program, Swachh Bharat: Clean India Campaign, Guest Lecture: Life Of Swami Vivekanand, Jigyasa – Psychology PPT competition, Workshop on Art Therapy: Stress Management through Art, Road March: Mother Earth Project, Educational trip to Keoladeo Bharatpur National Park and so on.

St. Wilfred's College for Girls is steadfast in preparing students to be the **Global Citizen**. In order to fulfil this responsibility, the Internal Quality Assurance Cell, Career Guidance Cell and Student Development Cell organize activities throughout the year **to sensitize** students and staff about their **constitutional obligations**, values, rights and duties. Apart from the celebration of Republic Day and Independence Day, St. Wilfred's College for Girls also commemorates other National Days like, Gandhi Jayanti, Ambedkar Jayanti, Teachers Day, Children Day, Unity Day, Human Rights Day and others. In contemplation of preparing students well versed with **Ethics and Indian Ethos,** St. Wilfred's College for Girls endeavour at its best which manifest in the behaviour of each of its member, be it any Student,

Staff, Management, or even Multi-Tasking Skilled Workers. The college initiates all its functions and ceremonies with **National Anthem** and reading of the Preamble and the **Fundamental Duties of the citizens of India** as given in **Article 51 A** of the Constitution. To ensure **uniformity** amongst students, St. Wilfred's College for Girls has a **Dress Code** for all students. Moreover, various topics in courses across **subjects** like Hindi, English, Sociology, History, and Geography address the issues regarding **cultural plurality** and multi religious societies creating awareness and acceptance for every culture in India. Besides, some subjects in Commerce Stream are completely dedicated to educate **Professional Ethics**, such as Indian Management Thought, Human Resource Management, Management Thinkers, Banking and Computerized Accounting.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[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 Practice 1: Social Conscience

Objectives:

St. Wilfred's College for Girls goes beyond traditional education by instilling a strong sense of **Social Conscience** in its students as a Best Practice. Recognizing the importance of active citizenship and social conscience, the college has made it a best practice to cultivate social conscience among its students aiming at:

- Service-Learning Methods and Programs
- Community Engagement
- Social Awareness Campaigns
- Ethical Leadership Development

The Context:

"Where the mind is without fear, where the head is held high."

St. Wilfred's College for Girls is constantly endeavoring to inculcate the **Practice of Cultivating Social Conscience** in students through numerous activities organized in the college. The pertinence of education is to develop a student foremost a good human being to transfer the knowledge, the skills and the experience she gained through the educational journey. The institution provides various schemes to analyze, observe and identify the social or community problems and come up with remarkable solutions

to attain the objective of being an exemplary social being.

The Practice:

To inculcate the core value of social conscience within the students, NCC, NSS and Red Ribbon Club (RRC) and their conveners, student coordinators are in charge to plan various programs and activities. For better implementation the college has a network called '**Sankalp**' group. The group executes the tasks to accomplish the goals and action plans made by the concerned committees and cells. The college also award the best student or group of students with **'Abhyuday'** Award.

Evidence of Success:

The outcome of constant efforts by the institution is well evident in numerous aspects. Through the network system and strong bond of students with their faculties, enormous students can now feel change in their thought process towards the social and environmental issues. The evidence of success can be summarized under following heads:

- The College has **30** functional **Memorandum of Understanding** with eminent institutions.
- A **Village** named 'Mangyawas' outskirts in Jaipur is **adopted** by NSS cell in association with Internal Quality Assurance Cell of the College.
- A large number of students in the College (1,500 Students approx.) have been connected through a social networking site aimed at:
    - Teaching the underprivileged kids in village
    - Donating clothes to needy ones
    - Sapling Plantation in village
    - Donating Sanitary Pads and Face Masks to needy females in village
    - Donating food stuffs to needy kids in slum areas
    - Crackers Distribution to needy people on Diwali Celebration
- Organizational activities like Blood Donation, Free Health Check-up, Commemorative day's celebration, Guest Lectures and Seminars in college, counseling session, talk session and one to one consultation programs to spread awareness of social responsibilities in students.
- Organizing workshops, awareness programs to instill civil sense and ethics in students.

Problems Encountered and Resources Required:

- Lack of finance for large scale distribution and donation campaigns.
- Lack of cooperation from parents of the students sometime.
- Lack of social values in illiterate beneficiaries as they deny to get educated even during the small campaigns.

Best Practices 2: Women in Development

Objectives:

Women in Development (WID) is a concept recognizing the importance of gender equality and women's empowerment in achieving sustainable development, thereby the college has implemented the best practice 'WID'. This initiative aims to empower women with following objectives:

- Foster environment that encourages women to pursue academic and non- academic excellence like sports and extension activities.
- Enhance career development by organizing job fairs, internships and networking events to connect them with potential employers.
- Partnering with companies committed to providing equal employment opportunities.
- Encourage and support women in entrepreneurship by providing resources, training and mentorship programs.

The best practice "Women in Development" aims to empower women to become confident, capable and resilient individuals who can contribute positively to society, break barriers and create lasting impact.

The Context:

In recent years, there has been a growing recognition of the importance of Women in Development in our society, as it addresses various challenges in numerous aspects of her life, like gender discrimination, stereotyping, unequal representation in leadership roles and limited access to resources and opportunities. Thus 'Women in Development' is a core value at SWCG and is being implemented as a best practice across various aspects of the college's maneuvers.

The Practice:

SWCG is stalwart to inculcate WID, to make every woman empowered with all the goodness, with noteworthy outcomes. Cells imparted for the planning of the practice are women cell, student development cell, entrepreneurship cell and internal complaint, discipline & grievance cell. 'Maitri' group that execute various activities according to the cells. Moreover, the college award best student or group of students with 'Shakti' award for remarkable work in the field of developing women in need.

Evidence of Success:

To ensure utmost integrity towards Women in Development, the practice, the college is engaged in several activities to achieve remarkable outcomes as mentioned below:

- The College has **30** functional **Memorandum of Understanding** with eminent institutions.
- Women safety is prioritized through all the important facilities on the campus.
- The College has provided Rupees 81, 00,000 as internal scholarships to girls for providing financial assistance to empower them.
- MoU has been signed for internships, training, project work and research facilities with eminent companies.
- Guest Lectures, Talk Session and Workshops are constantly organized to promote and maintain awareness for women rights and equality.
- Psychological counseling cell in college assists girls in their tough times by counsel them and guide them by expert counsellors.
- Organizing self-defense classes, personality development classes, career counseling, communication skills, ICT skills and many more.
- Promote girls' participation in sports exceling their physical and mental health at the most.
- Organization of Placement Drives in the college for preliminary selection by the Companies.
- Various Capacity Building Programs has been organized.

Problems Encountered and Resources Required:

- Lack of attentiveness in students for information.
- Lack of cooperation from the student's parents sometimes for outreach programs.
- Lack of cooperation in society where students try to educate illiterate women out of the campus.

File Description	Document
Best practices as hosted on the Institutional website	[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:

Universal development through three A's in a student's life span:

'Academize', 'Accelerate' and 'Ameliorate'

The one area that is distinctive to the priority and thrust at St. Wilfred's College for Girls is the **Universal Development** of students through **three A's** in a student's life span: **'Academize', 'Accelerate' and 'Ameliorate.** For the achievement of holistic development, the college follow Academicals, Practical, Experimental, Vocational and Extramural practices in education, which empower the students, liberate the mind, cultivate intellectual and critical judgement and foster ethical and social responsibility in them. The main objective is not to create a skilled labor force, but to cultivate an aware and knowledgeable population, which is the fundamental foundation for constructing a developed Nation. These **practices extend** further than the market-driven requirements **that encounter** and encompasses all the skills and abilities reinforced by a **worldwide perspective**. The curriculum cultivates in accordance with the College's vision and mission with the following aspects in our learners:

- Instil in learners the belief that they have the ability to create a positive impact on the World.
- Promotes civic commitment and enhances global consciousness among learners.
- Fosters an appreciation and respect for other cultures, religions and social norms among learners.
- Equips learners with the skills to thrive and succeed in a global society both personally and professionally.
- Cultivates leadership qualities in learners while emphasizing the importance of social responsibility.

The **Educational Philosophy** at SWCG considers the cerebral approach towards current concerns that enable students with the abilities to ponder about any relevant issue from various points of view, to develop a democratic culture, and to hone their linguistic skills and other competencies to compete at the

global level, the College is endeavor at its best. The College has developed the following practices and institutional ethos while prioritizing its commitment to advance knowledge:

1. Wellness Programs
2. Extracurricular Activities
3. Service Learning
4. Career Development
5. Global Education
6. Leadership Development
7. Academic Support Services

St. Wilfred's College for Girls accomplishes the above stated objectives in the following ways:

- The College offers a diverse array of programs and courses, spanning from traditional to professional and vocational disciplines. Various Value Added Programs have been running in the college. These programs not only impart subject-specific knowledge and skills but also foster generic competencies such as problem-solving, analytical abilities, communication and interpersonal skills.
- The College emphasizes on Research Projects from its students which fosters the research aptitude in them. The curriculum offered by the College is based on a student-centric learning model with a focus on learning outcomes. Introduction of research component in UG and PG courses to enable students to develop a scientific temperament.
- The College places emphasis on interdisciplinary teaching and learning by incorporating a variety of career-oriented and skill development courses as well as foundation courses.
- The college's boasts state-of-the-art laboratories, equipped with latest softwares to promote research and facilitate creativity.
- The College also uses **ERP software** that helps manage and keep track of administrative process, curriculum management, student attendance, student information, fee record management, etc.
- The College promotes collaborative research projects and publications which enhances the implementation of innovative ideas by approving of Research Projects to faculty members and students and provide seed money for the same.
- The College conducts regular Assessments of its Curriculum Planned & Delivered and disciplinary knowledge bases to expand their frontiers exponentially. This enables the curriculum to accommodate the latest developments and issues, both at local and global levels.
- The College involves various stakeholders such as parents, community members, employers, and alumnae in the development and revision of the curriculum, as well as other campus activities by seeking their feedback and encouraging their participation in different activities.
- The Campus embraces diversity as an intellectual and educational asset that cultivates not only the spirit of national integration but also facilitates the integration of multiple perspectives and experiences into daily interactions within and outside of the classroom.
- The Teaching Pedagogy employed is dynamic and engaging, designed to challenge students beyond their comfort zones, encouraging participation, sustained interest and accelerated learning combining traditional with modern methods such as- Lecture, PPT Sessions, Assignments, Projects, Field learning, Govt. Educational Portals, Role Play, Guest Lectures, Seminars, Workshop, Group Discussions etc. to provide students with a broader academic experience.
- The college fosters a rich campus life with various societies and guilds allowing students to unleash their creativity, interests, and potentials.
- The Institution has established a Research, Innovation & Incubation Centre (RIIC) to provide

mentorship to students who wish to work on any innovative idea or start a business venture, to boost spirit of entrepreneurship within its students. Moreover, some of our brilliant students have established their Start-up and contributed for society through their endless efforts with the help of RIIC in the Institution.

- Extracurricular activities are integrated into the curriculum to encourage maximum student participation and promote character building, physical and mental well-being, teamwork skills, interpersonal skills, engagement in outreach activities and community-based programs, a sense of patriotism and national pride, appreciation for other cultures, languages and religions through interactions with people and students from different parts of the country and abroad.
- The College had the complete shift from offline to online system during the pandemic Covid 19. The College had online conduction of classes and exams in the rouse of COVID-19 in the country. So the College has enormous capacity to build at its own in adverse circumstances too.

SWCG adopts the concept of **'Academize', 'Accelerate' and 'Ameliorate'**, leading to better critical thinking and greater responsibility as citizens. The College in its academia incorporates practicals, student projects, seminars, internships and assignments into the curriculum to provide students with hands-on experience enabling students to apply their knowledge to real-world problems and to make its students empowered with all strengths developing a family, a city, a state, a Nation and a World of dreams.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

St. Wilfred's College for Girls (SWCG) was established in the year 2007 with a vision to empower women. The college is recognized as one of the centres of academic excellence women education in Rajasthan.

Students joining the institute share the box full of opportunities for professional and personal development through an environment of practical orientation, industrial interaction and student led activities which help the students to develop good communication skills, integrated personality and greater competitive spirit.

A variety of Value Added Courses are offered to students to give them an extra edge in Global Scenario.

The institution has various societies and committees for extra-curricular activities, hence students have been winning many laurels in University, State and National events.

The College recognizes the significance of promoting a research environment amongst staff and students. To achieve this end Research Innovation and Incubation Centre has been established in the College.

The college brings out the annual edition of an multidisciplinary Research Journal.

In keeping with its goal of imparting education that focuses on all round integrated development of our students, SWCG encourages and facilitates active participation in sports by students.

To preserve and nurture the bond with its alumni, the college maintains an active Alumni Association.

The College has Energy and Environment Policies to protect and conserve ecological systems and resources within the campus.

The College implements E-governance in all functioning of the institution in order to provide simpler and efficient system of governance which promotes transparency and accountability within the institution.

The institution believes in inclusion of people with disabilities by promoting the rights and dignity of each individual.

College has well established Research, Innovation, Placement, Entrepreneurship cells obtaining extraordinary outcomes.

Institution integrates crosscutting issues relevant to Professional Ethics, Gender Equality, Human Values, Environment and Sustainability as regular practices.

St. Wilfred's College for Girls is working with the objective of **Outcome Based Education (OBE) as well as** *Attainment of POs and COs.*

The Institiute has more then 30 functional MoUs/linkages with institutions/ industries in India and abroad.

NSS/NCC wing of college involve in remarkable social services & outreach programs awardedby many

organizations.

Concluding Remarks :

The prime motive of the college is to establish itself with higher standards of academia to empower women education and development. The college has established itself as an example of academic excellence in the state. Due to its consistent efforts, the college is the recipient of Education Excellence Award and best college in the city for girls' education.

1. The College has introduced value added courses with an objective to meet the demand in the society and to foster employment.
2. St. Wilfred's Research Innovation & Incubation Centre have been set up for undertaking theoretical and applied interdisciplinary research for both students and faculty. The significant investment has been made in modernizing lab and project activities for students. To cater the responsibility for dissemination of knowledge, institute organizes many conferences, FDP's, seminars and workshops.
3. The institute has adopted Mangyavaas village of the city. The student's groups/clubs execute many activities for the benefit of the villagers.
4. Many Industry-Academia collaborations are established wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz, banking, finance, fashion technology, textile designing, artificial intelligence, data analysis, etc through Value Added Courses.
5. To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs.
6. Numerous renowned companies visit the College annually and many of our students find placements with them.
7. College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics, media, journalism, politics, public services, business entrepreneurship, corporate and film industry.
8. College strives to fulfil its vision of imparting transformative education for the empowerment of young women and promotion of a more just and humane society.
9. Beyond traditional education for the implementation of the Best Practices "Social Conscience to nurturing student with ethical and empathetic values humanitarian approach" and "Women in Development serves all round development of the Women" in the college producing **National Impact** and **making Girls stronger in their social, emotional, financial and psychological decisions**.

The Goodwill of College National and International Level is continuously appreciated and Considered.