



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

B S N COLLEGE

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302029**

www.bsncollege.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

BSN College, located in Sanganer, stands as a shining example of an educational institution deeply committed to holistic development and social responsibility. Established with a vision to nurture not just academically proficient individuals but also morally upright, socially responsible citizens, BSN College has carved a niche for itself in the educational landscape.

At BSN College, education is not confined to textbooks and classrooms; it is a comprehensive journey that encompasses academic excellence, character building, and community engagement. The institution's unwavering dedication to fostering human values, providing value-based education, and offering practical exposure sets it apart from its peers.

With a clear focus on vitalizing learning skills, the college instills in its students a sense of responsibility, empathy, and integrity. Through a curriculum infused with moral and ethical teachings, BSN College prepares students to navigate the complexities of modern life with compassion and integrity.

Beyond academics, the college emphasizes practical exposure and engagement to bridge the gap between theoretical knowledge and real-world application. Guest lectures, industrial tours, and hands-on projects provide students with invaluable insights into various professions, empowering them for success in their chosen fields.

One of BSN College's standout initiatives is its robust community outreach programs. Through extension activities, the college actively contributes to the betterment of the neighborhood community while sensitizing students to important social issues. These initiatives not only benefit the community but also foster personal growth and social consciousness among students.

The institution's commitment to holistic development is evident in its multifaceted approach towards education. By integrating value-based education, practical exposure, and community engagement, BSN College empowers students to excel academically while nurturing their moral, ethical, and social consciousness.

As a beacon of excellence in education, BSN College continues to inspire and empower the leaders of tomorrow, shaping a generation of individuals who are not just well-educated but also socially responsible, compassionate, and ready to make a positive impact on the world.

Vision

The vision of the BSN College is to provide quality education to all Students enrolled in our college. Students are given a thorough knowledge and build foundation in both the theoretical and practical aspects of teaching.

Mission

To be at the forefront of educational development and to provide excellence in education by preparing,

developing and supporting teachers, social service workers and educators.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

BSN College, Sanganer, boasts several institutional strengths that contribute to its academic excellence and holistic development of students and faculty members.

Firstly, the college demonstrates a strong commitment to quality education through its robust infrastructure and modern facilities. The institution's investment in IT infrastructure, including computer labs, smart classrooms, and high-speed internet connectivity, facilitates a conducive learning environment. Furthermore, the presence of well-equipped libraries with extensive collections of books, journals, and digital resources enhances research and academic pursuits.

Secondly, BSN College, Sanganer, prioritizes faculty development and student engagement, ensuring a vibrant academic atmosphere. Faculty members are encouraged to pursue continuous professional development through workshops, conferences, and training programs, enabling them to stay updated with the latest trends in their respective fields. Additionally, the institution fosters a culture of student participation through various co-curricular and extra-curricular activities, nurturing talent and leadership skills among students.

Moreover, the college demonstrates a proactive approach to governance and leadership, aligning institutional practices with its vision and mission. The implementation of various institutional policies, such as NEP integration, sustained institutional growth, and decentralization, reflects a commitment to academic excellence and societal impact. Furthermore, the institution's participation in short-term and long-term Institutional Perspective Plans underscores its strategic vision for continuous improvement and development.

Additionally, BSN College, Sanganer, leverages technology to enhance teaching and learning experiences, embracing digital platforms for curriculum delivery, assessment, and administrative processes. The integration of ICT tools, online teaching platforms, and library management systems streamlines operations and fosters innovation in pedagogy.

Furthermore, the college exhibits a strong emphasis on student welfare and support services, providing counseling, health check-ups, and other initiatives to ensure the holistic well-being of students. The institution's inclusive approach to education promotes equity and excellence, overcoming barriers to educational access and fostering a supportive environment for all learners.

BSN College, Sanganer's institutional strengths lie in its commitment to quality education, faculty development, student engagement, effective governance, technological innovation, and student welfare. These strengths collectively contribute to the institution's reputation for academic excellence and its mission of nurturing intellectually adept and socially responsible individuals.

Institutional Weakness

In evaluating the weaknesses of BSN College, Sanganer, it's essential to consider areas where the institution may have room for improvement despite its much strength. One such area lies in the realm of infrastructure and

technological advancement.

For instance, while the college has a computer lab equipped with internet connectivity and necessary software, there may be limitations in terms of the number of computers available and their accessibility to students, particularly during peak hours or when multiple classes require simultaneous access. This could potentially hinder students' ability to fully leverage ICT tools for their academic pursuits, limiting their exposure to digital learning resources and hindering their development of essential digital literacy skills.

Additionally, while the library has implemented automated systems for cataloging and managing resources, there may be opportunities to further expand its digital offerings and enhance access to electronic resources. While the Digital Library provides access to e-journals, video lectures, and other electronic materials, there may be scope to augment its collection and improve user experience through the adoption of advanced digital platforms and technologies.

Furthermore, the college's reliance on traditional methods of communication and information dissemination, such as notice boards and physical circulars, may pose challenges in reaching all stakeholders effectively, particularly in an era where digital communication channels are increasingly prevalent. Embracing more robust digital communication tools and strategies could improve transparency, accessibility, and engagement across the college community.

So, while BSN College, Sanganer, has made significant strides in enhancing its infrastructure and embracing technology to support teaching and learning, there remain areas where further investment and development are needed. By addressing these weaknesses and leveraging emerging technologies effectively, the college can better position itself to meet the evolving needs and expectations of its stakeholders and ensure a more seamless and enriching academic experience for all.

Institutional Opportunity

One of the primary opportunities lies in the expansion and enhancement of its IT infrastructure and facilities. With a strong foundation already in place, the college can further invest in upgrading its technological resources, including computers, internet connectivity, and smart classrooms. Embracing emerging technologies and digital learning platforms can revolutionize the teaching-learning process, enabling more interactive and engaging educational experiences for students and faculty members alike.

Furthermore, the college can leverage its robust library resources and automation systems to broaden its academic offerings and research capabilities. By expanding its collection of books, journals, and digital resources, the institution can cater to a wider range of academic interests and disciplines, fostering a culture of intellectual inquiry and scholarship. Additionally, initiatives such as online book exhibitions and access to e-journals can enhance the accessibility and relevance of the library's offerings, ensuring that it remains a vibrant hub of learning and research.

Additionally, the college can explore opportunities for community engagement and social impact, aligning its activities with the needs and aspirations of the local community. By fostering partnerships with NGOs, government agencies, and other social institutions, BSN College, Sanganer, can contribute to initiatives aimed at social welfare, women's empowerment, and community development. This not only serves as a means of fulfilling its social responsibility but also enriches the educational experience by providing students with opportunities for service-learning and civic engagement.

BSN College, Sanganer, is poised to capitalize on a range of opportunities that align with its core values and aspirations. By investing in technology, enhancing its academic resources, prioritizing student development, and fostering community engagement, the college can continue to uphold its legacy of excellence and make a meaningful impact on the lives of its students and the broader community.

Institutional Challenge

BSN College, Sanganer, while striving for excellence in education and institutional development, faces several challenges that require proactive strategies and effective solutions.

One significant challenge lies in the realm of infrastructure and technological advancement. Despite efforts to expand IT infrastructure and establish smart classrooms, ensuring consistent access to updated technology remains a challenge. The need for regular maintenance and upgrades to computer systems, software, and digital resources demands financial investments and technical expertise. Additionally, addressing issues related to internet connectivity and optimizing digital learning platforms to accommodate diverse learning styles and preferences pose ongoing challenges for the institution.

Another challenge pertains to the optimization of library resources and services. While the college boasts a substantial collection of books, journals, and digital resources, ensuring their effective utilization and accessibility to all students and faculty members remains a priority. Enhancing library facilities, such as space utilization, seating arrangements, and resource organization, requires strategic planning and resource allocation. Moreover, promoting awareness and utilization of library services among students and faculty members necessitates targeted outreach and engagement efforts.

Furthermore, maintaining academic quality and relevance amidst evolving educational paradigms presents a continuous challenge for the institution. Balancing traditional teaching methodologies with innovative pedagogical approaches, such as online learning and interactive teaching tools, requires faculty development and training initiatives. Ensuring alignment with industry trends and societal needs to prepare students for future employment and leadership roles demands curriculum review and adaptation, as well as collaboration with industry partners.

Additionally, fostering a culture of research and innovation among students and faculty members poses inherent challenges. Encouraging research activities, facilitating access to research resources, and promoting interdisciplinary collaboration necessitate institutional support and incentivization mechanisms. Moreover, addressing barriers to research engagement, such as limited funding opportunities and time constraints, requires creative solutions and advocacy efforts within the institution.

Addressing these challenges requires a multifaceted approach that involves strategic planning, resource allocation, stakeholder engagement, and continuous improvement initiatives. By proactively addressing these challenges, BSN College, Sanganer, can strengthen its position as a leading educational institution committed to academic excellence, innovation, and holistic development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The teaching -learning activities in the college are student-centred. Curriculum delivery and academic planning is systematically managed through the hierarchical and decentralized administrative set up. The Principal prepares the academic calendar in consultation with all faculties of the college which includes the action plan for teaching, learning, evaluation, co-curricular and extension activities. Regular meetings of faculties with the Principal are conducted to plan and discuss the course of action and strategies to be followed for the effective curriculum delivery and implementation. The college provides flexibility and options in choice credits of courses at undergraduate level. The value added and certificate courses further cater to the needs of students for skill-based education. The faculty also keeps in touch with members of the board of studies in suggesting the revisions in syllabus. They send their suggestions to the member of the board of studies. The syllabus of the programmes is designed by the affiliating university. However, the teachers design the syllabus for the certificate value added courses conducted in the college. The curriculum also integrates the issues of gender sensitization, human values, professional ethics, and environmental issues. The feedback of students on curriculum, teachers and facilities is collected, analyzed and the necessary changes are made on the basis of the feedback.

Teaching-learning and Evaluation

The teaching, learning and evaluation methods are followed in accordance with the needs of the changing scenario of the education. The college endeavours to improve and strengthen the teaching, learning and evaluation methods. The modern tools of ICT are used in teaching -learning. The Principal prepares the academic calendar after discussions and deliberation with the faculties of the department and the chairpersons of the working committees in the college. All the events, programmes and activities to be arranged are included in the academic calendar. The main purpose of the academic calendar is to improve the teaching-learning quality, to ensure effective implementation of a programme or an activity and to finish the assigned tasks within the given deadlines. It also helps to bring about discipline in the implementation of academic and extension activities. The admission process is completed as per the university and government rules. Students apply for academic programmes through an online portal and the reservation policies in the admission process are followed as per government rules.

The faculty members take special efforts to cater to the needs of these students by providing personal guidance and counseling. The teachers use ICT tools to make teaching and learning more effective. The use of ICT helps the students to get engaged in the learning process actively and create interest in their personal learning. The college has set up the well equipped computer lab with computers of recent versions and broadband internet connection. College has also been provided with computer and internet connections. Group discussions, interactive teaching, debates, class presentations, field visits, village surveys, workshops, industrial visits and student seminars are regularly organized to offer the experience of active and participative learning. The skill development programmes and skill oriented courses mainly focus on hands-on training and experiential learning. Student-centric methods and participative learning is an important part of curriculum implementation and enough care is taken to make experiential and participative learning effective.

Research, Innovations and Extension

BSN College, Sanganer, is dedicated to nurturing a thriving environment of knowledge and learning that not only promotes research and innovation but also remains deeply grounded in the cultural and social values cherished by its students. At the core of its mission is the belief that education should be intricately intertwined with the cultural and social context that shapes individuals' identities.

The institution houses a dynamic Innovation Cell, operating under the umbrella of the Internal Quality Assurance Cell (IQAC), which actively drives independent research and innovation initiatives. Through close collaboration with external experts and industry leaders, the Innovation Cell and IQAC have organized various activities to raise awareness about Intellectual Property Rights (IPR), including workshops, awareness programs, and enlightening lectures highlighting the significance of IP in academia.

Moreover, the IQAC at BSN College, Sanganer, has taken proactive steps to enhance knowledge in this area by regularly hosting impactful Research and IPR lectures and seminars. Recognizing the importance of instilling a research-oriented mindset and nurturing critical thinking skills, the college has conducted a series of workshops focusing on Research Inspiration, Methodology, and Orientation during the assessment period.

In addition to its academic initiatives, the college integrates courses within its curriculum that delve into the complexities of Indian society and culture. Emphasizing holistic learning, the institution offers numerous opportunities for students to explore Indian Knowledge Systems through seminars, talks, and workshops beyond the prescribed syllabus.

Furthermore, the college serves as a dynamic platform for the exchange of ideas and insights, frequently inviting distinguished speakers and experts well-versed in Indian cultural and social philosophies. Complementing these efforts are the Value Added Programs, which are designed to deepen students' understanding of Indian Knowledge Systems through a blend of offline and online modalities.

Infrastructure and Learning Resources

Efficiency stands as a cornerstone in our educational pursuits, and to uphold this principle, we have established a wealth of classrooms, each outfitted with state-of-the-art ICT facilities such as LCD projectors and Wi-Fi connectivity. These amenities create an environment conducive to interactive and technology-driven teaching methods, enriching the learning experience for our students.

Administrative efficiency is meticulously maintained through designated spaces for key offices including the Administrative Office, and Internal Quality Assurance Cell (IQAC), ensuring smooth operational functionality across various administrative tasks. Moreover, our library not only boasts an extensive collection and advanced automation but also offers a range of services tailored to the diverse needs of its users. Students are granted the privilege to borrow two textbooks and one reference book for a set duration, with the option for renewal, promoting access to essential educational resources. Additionally, the library facilitates a book bank system, guaranteeing equitable resource availability for all students. Regular online and offline book exhibitions further enrich the academic milieu, showcasing new acquisitions and nurturing a culture of literary engagement within the campus community.

Embracing the evolving landscape of education, BSN College, Sanganer, harnesses various digital platforms to deliver learning content to students. This encompasses a spectrum of approaches, from video lectures hosted on YouTube channels to the distribution of notes in PDF and PowerPoint formats through WhatsApp groups, as well as the dissemination of study materials via the college website. By embracing these technological

advancements, we ensure that education remains accessible and engaging for all our students, regardless of their physical location.

Student Support and Progression

The college conducts a good number of co-curricular and extra-curricular activities throughout the year. The college facilitates the process of applying for the scholarship provided by the Government of Rajasthan. Financially weaker students are provided with scholarships and institutional fee waivers. Student mentoring is implemented to provide them with proper guidance in academic and personal matters. The college very assertively conducts the student-centric activities for their overall development. Special care is also taken towards slow learners by conducting remedial classes and bridge courses. The Principal and committees of the students look into the grievances of the students and they are immediately addressed. It includes group discussion, and interview skills, emotional intelligence, goal setting, team work and communication skills. Students' Grievance Redressal Committee, Anti-Ragging Committee, and

Prevention of Sexual Harassment Committee has been established for timely redressal of their grievances. The Alumni Association meets are conducted every year and the alumni also participate in activities of the college. The college facilitates the process of applying for the scholarships of the government. The majority of the students receive scholarships of the government. The Student Council has arranged many student-centric activities for the overall development of the students. The students council is also formed according to the guidelines of the affiliating university.

Governance, Leadership and Management

The Management of the BSN College, Sanganer, has a very progressive outlook for evolving and sustaining the quality policy and plans for running the institution. The Management functions according to the vision and mission of the college. The college has hierarchical administrative setup with functional autonomy. The Management decides the broad policies of the college and the College Development Committee, the Principal, IQAC and chairpersons of the various committees along with the administrative staff work cohesively to implement the policies of the management.

The Principal executes the policy decisions taken by the Management through its staff to maintain and achieve the goals and objectives as laid down by the management. The decision making takes place through process of consensus and decisions are taken collectively. The leadership of the institution has involved the representatives of various stakeholders at various levels to ensure the interaction with stakeholders, protection of their interests and constructive contribution by the stakeholders. The Management, the Principal, teaching staff, the administrative staff, the students, the parents, alumni, local members, and other stakeholders together contribute for the overall development of the college.

The management approves the expenditures on maintenance of the, library, gymnasium, IT infrastructure and other infrastructural facilities. The internal and external audit of the college is conducted regularly. The performance appraisal of the staff is maintained and the staff is promoted on the basis of this performance appraisal.

Institutional Values and Best Practices

College takes a number of initiatives to promote gender equity. For safety and security measures, number of committees is in action along with facility for counseling students. The college is committed and adopted environment-friendly policies with regard to tree plantation, waste management, and use of solar energy and water harvesting. The Institution facilitates differently-abled (Divyangjan) by availing of physical facilities, ramps, rails, and rest rooms etc.

The college organizes various activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations and for promotion of universal values. As well College organizes national festivals and birth / death anniversaries of the great Indian personalities. The institution has two best practices namely Career Guidance Placement Cell and Extension of Social Activities for the 360° development of Students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | B S N COLLEGE |
| Address | Bakshawala , JDA Scheme, Vatika Road, Teh. Sanganer |
| City | Jaipur |
| State | Rajasthan |
| Pin | 302029 |
| Website | www.bsncollege.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Saroj Jangir | 0141-2276542 | 9785242094 | - | collegebsn@gmail.com |
| IQAC / CIQA coordinator | MAHESH YADAV | - | 8619147956 | - | mahiraoktpl88@gmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority 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 | | |
| 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 | Bakshawala , JDA Scheme, Vatika Road, Teh. Sanganer | Semi-urban | 0.9051 | 2173.32 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Arts,History Geography Pol. Science Sociology Economics Hindi Lit. Pub. Admn. Drawing and Painting | 36 | Twelth Pass | Hindi | 120 | 92 |
| UG | BCom,Commerce,ABST EAFM BADM | 36 | Twelth Pass | Hindi | 60 | 5 |

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 | 4 | | | | 0 | | | | 11 | | | |
| Recruited | 2 | 2 | 0 | 4 | 0 | 0 | 0 | 0 | 10 | 1 | 0 | 11 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 10 |
| Recruited | 9 | 1 | 0 | 10 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

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

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 1 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| 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 | | Total |
| | 0 | 0 | 0 | 0 | |
| | | | | | |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 47 | 0 | 0 | 0 | 47 |
| | Female | 50 | 0 | 0 | 0 | 50 |
| | 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 | 16 | 11 | 11 | 27 |
| | Female | 13 | 6 | 7 | 18 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 7 | 4 | 5 | 5 |
| | Female | 10 | 6 | 5 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 14 | 11 | 6 | 22 |
| | Female | 10 | 8 | 10 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 5 | 10 | 1 | 10 |
| | Female | 9 | 11 | 2 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 84 | 67 | 47 | 106 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>A multidisciplinary approach in education is a way of learning which gives a major focus on diverse perspectives and different disciplines of learning to illustrate a theme, concept, or any issue. It is the one in which the same concept is learned through multiple viewpoints of more than one discipline. It helps the students to gain perspectives and knowledge in different ways. Advantages of Multidisciplinary Approach In Education: 1: The Privilege To Choose With multidisciplinary education in colleges, students get a right to choose their favorite subject, the subject that they want to learn. Subjects that can add some value to their knowledge. Subjects that can raise the bar of</p> |
|--|---|

education. Not the ones which are forced onto them. Ultimately, it will help in establishing a more collaborative teacher-student relationship. 2: Reach Within To Discover Passion he more e-content they consume, the more insights about their deeper interests they'll find! Even when your students are clueless about their passion initially, they can discover it during the teaching-learning journey. Thus, the combination of online education tools such as a learning management system (LMS) integrated within the college ERP software along with a multidisciplinary approach can boost personal development in student. 3: Pragmatism & Flexibility Multi-disciplinary education allows your students to understand the power of new ideas. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks & advantages. Thus, a multi-disciplinary program brings pragmatism and flexibility to the table. It enables your students to carve their own path by utilizing their mind-power and EduTech devices and not walk on the path pre-decided by the educational system.

2. Academic bank of credits (ABC):

Academic Bank Credit Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be "multiple exits" & "multiple entries" points during the higher education tenure & credits will be transferred through the ABC seamlessly. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students "skillful professionals" and help their overall growth. In a crux, the Academic Bank of Credits will be a gamechanger in transforming Indian education to a great extent. Functions Of Academic Bank Of Credit (ABC):

- The Academic Bank will be accountable for opening, closing, and validating the academic accounts of students.
- It will carry out tasks such as credit accumulation, credit verification, credit

transfer/redemption of students. • The courses include online and distance mode courses offered by the government and institutes. • The validity of these academic credits earned by students will be up to seven years and students can redeem these credits. • The credits can be redeemed and students can seek admission directly in the second year at any university. • The validity will be up to seven years; hence, students will have to rejoin within seven years. Importance Of Academic Bank Of Credit (ABC): • Increases the student's freedom in choosing their courses and academics. • Enables the student to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible. • They can redeem the credits and rejoin the same or any other institute in the future and continue their education. • The institutes cannot keep the students in the courses against their will to earn money.

3. Skill development:

Skill Development India is going to have the largest working age population in the world by 2030, but gainful employment for students from the general stream is a major challenge. Improving the employability of students requires a new vision with curricular support. The NEP-2020 has advocated for the integration of vocational education programmes into mainstream education in all education institutions, in a phased manner. NEP-2020 further envisions that vocational courses will be available to students enrolled in all Bachelor's degree programmes, including the four-year multidisciplinary Bachelor's programmes. Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the seven-year period of 2005-2012, only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education. The country presently faces a dual challenge of severe paucity of highly trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and

| | |
|---|---|
| | <p>supply level. To meet the demand side challenge, consistent efforts are being made towards expansion of economic activities and creation of large employment opportunities. On the supply side, a simple look at the projected youth population provides a fair reason to believe that India has the strength to cater to this demand. However, the employability quotient is questionable and remains a major area of concern. Already huge gaps exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, outdated curricula, limited industry interfaces, limited standards, etc.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>BSN College, Sanganer, always strives for the betterment of students. The college always encourage and create awareness among the students with respect to the initiatives taken up by UGC, AICTE and University of Rajasthan. These initiatives are namely Indian Knowledge System, National Education Policy-2020, Intellectual Property Rights, Academic Bank Credits etc. Few drafts copies are released by UGC and circulated to stake holders and the college has also paid an attention towards the same as mentioned below here under.</p> <ul style="list-style-type: none"> • The University Grants Commission (UGC) has released the draft ‘Guidelines for Incorporating Indian Knowledge in Higher Education Curricula’. • These guidelines aim to help colleges and universities develop courses for introducing students to the Indian Knowledge System (IKS). • About Indian Knowledge System (IKS) • Established in October 2020, Indian Knowledge System (IKS) is an innovative cell under Ministry of Education (MoE) at AICTE, New Delhi. • As a concept, IKS was introduced through the National Education Policy (NEP) 2020. • Objectives – • To promote interdisciplinary research on all aspects of IKS, • Preserve and disseminate IKS for further research and societal applications, • Actively engage for spreading the rich heritage of our country and traditional knowledge in the field of Arts and literature, Agriculture, Basic Sciences, Engineering & Technology, Architecture, Management, Economics, etc. • Functions of IKS Division • Facilitate and coordinate IKS based/related inter and trans disciplinary work done by various institutions in India and abroad including universities, institutions |

| | |
|---|--|
| | <p>of national importance, R&D laboratories and different ministries and inspire private sector organizations to engage with it. • Establish, guide and monitor subject-wise interdisciplinary research groups comprising of researchers from institutes, centers and individuals. • Create and promote popularization schemes. • Facilitate funding of various projects and develop mechanisms to undertake research. • Make Policy recommendations wherever required for the promotion of IKS. UGC's Draft Guidelines with respect to IKS • The University Grants Commission (UGC) has released draft guidelines for the incorporation of the Indian knowledge systems (IKS) in higher education for undergraduate (UG) and postgraduate (PG) courses. • The UGC has also directed higher educational institutions to share a few suggestions on the draft guidelines by April 30. • As per the directive, all UGC-recognized universities and institutions are to include subjects related to the Indian knowledge system as part of the National Education Policy 2020. • The UGC argues that integrating IKS within the existing educational framework will aid in preserving and disseminating Indian Knowledge Systems for further research and societal application. • Furthermore, the UGC has recommended that every student in UG and PG courses be encouraged to take credit courses in the Indian knowledge systems. • In other courses, the role of itihias and puranas will be incorporated to better understand the Vedas in UG & PG programs. • Mathematics in Vedas and Sulba Sutras will also be integrated into the courses. Apart from Dharmasastra and Arthasastra, students will also learn about Indian astronomy.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Outcome Based Education (OBE) is an educational model that forms the base of a quality education system. There is no single specified style of teaching or assessment in OBE. All educational activities carried out in OBE should help the students to achieve the set goals. The faculty may adapt the role of instructor, trainer, facilitator, and/or mentor, based on the outcomes targeted. OBE enhances the traditional methods and focuses on what the Institute provides to students. It shows the success by making or demonstrating outcomes using statements "able to do" in favor of students. OBE provides clear standards for observable and measurable outcomes.</p> |

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| | <p>Benefits of OBE: Clarity: The focus on outcome creates a clear expectation of what needs to be accomplished by the end of the course. Flexibility: With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the students' needs. Comparison: OBE can be compared across the individual, class, batch, program and institute levels. Involvement: Students are expected to do their own learning. Increased student involvement allows them to feel responsible for their own learning, and they should learn more through this individual learning. India, OBE and Accreditation: From 13 June 2014, India has become the permanent signatory member of the Washington Accord. Implementation of OBE in higher technical education also started in India. The National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) are the autonomous bodies for promoting global quality standards for technical education in India. NBA has started accrediting only the programs running with OBE from 2013. The National Board of Accreditation mandates establishing a culture of outcome based education in institutions that offer Engineering, Pharmacy, Management program. Reports of outcome analysis help to find gaps and carryout continuous improvements in the education system of an Institute, which is very essential. The parameters for effective consideration of OBE are: • Vision and Mission • Blooms Taxonomy • Course Outcomes • CO Assessment • CO-PO Attainment and Calculation • Various Surveys and Assessment tools • Teaching Methods</p> |
| 6. Distance education/online education: | <p>The BSN College, Sanganer, , is already prepared, especially during COVID-19 pandemic situations and teaching learning process through different online modes likewise app, Google Class rooms, WhatsApp, Zoom etc. Post pandemic, the online learning experience has been adopted by the faculty and students to full advantage of flexible blended mode of teaching learning. From 2019 onwards departments are exclusively using Google Classroom for sharing learning contents with students for most of the subjects / courses. The faculty members also prepared themselves by getting trained by using various online platform for online teaching learning through FDP, STTP and workshops during lockdown</p> |

period. These efforts can be considered as the new normal, which is envisaged in New Education Policy as well.

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>The Electoral Literacy Club at BSN College, Sanganer, aims to raise awareness among students about their democratic rights, including the right to vote. Through various initiatives such as mock polling activities, poster presentations, debates, mock parliaments, elocution, and essay writing, the club provides students with hands-on learning experiences on the democratic process and electoral procedures. By promoting electoral literacy, the club plays a crucial role in educating and encouraging students to participate in shaping the future of their country. Overall, the club's efforts to sensitize the student community about democratic values are commendable, particularly in the current global climate where democracy is facing numerous challenges.</p> |
| <p>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?</p> | <p>Yes Electoral Literacy Club – It is decided by HEI to setup the ELC for Electoral Literacy The BSN College, Sanganer, has the Electoral Literacy Club functional with the Principal as the Head of the Club who are supported by the Faculty members and students on a rotational basis.</p> |
| <p>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.</p> | <p>The students from our college actively take part in Voter Awareness Campaigns, which are designed to educate the residents of neighboring villages about the importance of voting and electoral processes. Workshops are organized to generate interest and awareness among the faculty and students about electoral procedures and related topics. The primary objective of these campaigns and workshops is to provide a hands-on experience to the target population and educate them about the voter registration process, the electoral process, and other relevant matters. National Voters' Day (25th Jan) in 2021-2022 was observed for Voter's awareness. On this day faculties and students had attended the function. Recitation of Pledge for Voters about Voting. The Students faculty and other members</p> |

| | |
|---|---|
| | <p>participated actively and the awareness is created among the participants through which the importance and necessity of electoral Literacy Initiatives and other Government of India. 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. Voter Registration camp for the eligible students in the campus. Voter awareness camp conducted at various tehsil places in Amravati district. Voter awareness camp conducted for disabled persons & senior citizen at various villages. Voter awareness guest lecturers conducted for in-house students.</p> |
| <p>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.</p> | <p>The Electoral Literacy Club (ELC) is dedicated to socially relevant initiatives related to electoral issues, such as organizing awareness drives and creating content and publications that showcase their contribution to promoting democratic values and participation in electoral processes. Their goals include educating the target audience about the importance of their vote and empowering them to exercise their right to vote in a confident, comfortable, and ethical manner. Additionally, the ELC aims to create a culture of electoral participation and encourage informed and ethical voting by following the principles of 'Every Vote Counts' and 'No Voter Left Behind.' The following are the initiatives taken up by the college</p> |
| <p>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.</p> | <p>The Electoral Literacy Club focuses on raising awareness among eligible student voters about their democratic rights, which includes the right to vote in elections. To provide a hands-on learning experience of the democratic process, the club conducts mock polling activities. Additionally, the club organizes various other programs, such as poster presentations, debates, mock parliaments, elocution, essay writing, and more, to promote an understanding of electoral procedures and create awareness about the importance of participation in the electoral process. Overall, the club's efforts to sensitize students about democratic values and encourage their participation in shaping the future of their country are</p> |

commendable.

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 |
|---------|---------|---------|---------|---------|
| 198 | 196 | 204 | 159 | 93 |

| 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: 15

| 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 |
|---------|---------|---------|---------|---------|
| 8 | 9 | 9 | 9 | 15 |

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 |
|---------|---------|---------|---------|---------|
| 2.94 | 3.39 | 1.99 | 3.07 | 2.85 |

| 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:

B S N COLLEGE, Sanganer, Jaipur is affiliated to University of Rajasthan, and it is required to follow the curriculum designed by the University. The effective curriculum delivery is ensured through well planned documented process. The IQAC plans teaching, learning and evaluation activities for every academic year and a detailed academic calendar is prepared at the beginning of the academic year. The Principal of the college conducts academic planning meetings to plan and organize the schedule of lectures and distribute the syllabus among the faculty members of their respective departments. The faculty members are expected to complete the teaching of their syllabus within stipulated time. If any faculty member fails to complete the syllabus within stipulated time, he/she is asked to take extra classes to complete the syllabus. Each department has to prepare the teaching plans and chalk out the academic activities at the beginning of every academic year. The courses are distributed in the department meetings and the teaching strategies and methods are also discussed there. The curriculum delivery is ensured with course and programme outcomes in mind. The Programme objectives are also reflected in course objectives.

Effective curriculum delivery is also ensured though proper utility and availability of ITC tools and teaching-learning process completed with interactive methods and use of ICT technologies. This culminated in enhancement of skills and the learning ability of the students. In order to compete with the increasing technological needs of the modern era, faculty members are insisted to follow innovative pedagogy of teaching methods like internet, LCD projectors apart from mere chalk and blackboard. The orientation or induction programmes for the first year students are organized to inform them about the curriculum, evaluation process, co-curricular and extra-curricular activities to be organized throughout the academic year.

For effective classroom teaching and curriculum delivery through a well-planned and documented process, the following effective measures are taken.

- Academic calendar lays out the action plan for the whole year.
- Teaching plans are prepared by each teacher Interactive classroom teaching with the help of smart classroom.
- Student-centered class presentations where papers are presented only by students mostly through PPT mode for all departments.
- Interactions with students which include counseling, discussions, question-answer method, home assignments, group discussion etc.

- Mentoring of students through tutorial classes, remedial classes for slow learners.
- Field study-based project reports and dissertations, industrial visits Educational/Industrial excursions/tours.
- The use of computer lab which is updated with latest software.

The students are informed about details of the beginning and conclusions of the semester, the teaching plans, and examinations schedules at the beginning of the academic year. The compliance of the syllabus is communicated to the Principal through the Heads of the Department at the end of the semester. There is sufficient flexibility in the teaching plans, so as to adopt the changes if any. The evaluation of the students is carried out periodically as per the norms of the University of Rajasthan.

| 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: 341

| 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 |

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: 42.47

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 |
|---------|---------|---------|---------|---------|
| 102 | 76 | 00 | 113 | 70 |

| 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:

The primary goal of education is to cultivate responsible citizens, a mission that our college embraces by incorporating critical issues such as gender, environment and sustainability, human values, and professional ethics into its curricular, co-curricular, and extracurricular activities.

Gender Sensitization

Gender sensitization aims to alter behavior by raising awareness about gender equality among students. Promoting gender sensitivity fosters respect for individuals regardless of their sex, helping to dismantle harmful gender stereotypes. Our college actively engages in this mission by organizing impactful activities such as street plays on gender issues, which have significantly influenced rural communities. Additionally, seminars on topics like "Women Empowerment" and "Gender Sensitization in Rural Areas" have effectively heightened awareness among students and other participants, fostering a culture of gender equality.

Environmental Sustainability

Environmental sustainability is essential for preserving our planet's health. Educational institutions have a pivotal role in fostering environmental consciousness. At our college, a dedicated course on Environmental Awareness helps students recognize the critical state of our environment. Field projects and assignments related to environmental conservation encourage students to appreciate and act on these issues. We organize workshops featuring expert guidance on environmental protection, focusing on

various practical aspects, including:

- **Plastic-Free Campus:** Initiatives aimed at reducing plastic use and promoting alternatives.
- **Tree Plantation:** Encouraging the planting and nurturing of trees.
- **Awareness about Plastic Hazards:** Educating on the dangers of plastic pollution.
- **Water Conservation:** Promoting techniques and habits for saving water.
- **Vermi-composting:** Teaching sustainable waste management practices.
- **Eco-Friendly Waste Disposal:** Implementing methods for environmentally responsible waste disposal.
- **Nature-Friendly Behavior:** Cultivating habits that harmonize with nature.
- **Minimal Use of Paper:** Reducing paper use in administrative functions.

Societal Values

Universal human values such as truth, righteous conduct, peace, love, and non-violence are crucial for the holistic development of individuals. Emphasizing these values is urgent for fostering a better society. Our college organizes various activities and lectures by distinguished experts on topics like human rights, social responsibilities, democracy, constitutional values, and mutual respect. These efforts aim to instill essential human values in students, aligning with the true purpose of higher education—to cultivate human dignity and ethical behavior.

Professional Ethics

Professional ethics in teaching set the standards for personal and social behavior, values, and guiding principles. Our college, along with the affiliating university, has established a code of professional ethics to guide members in performing their duties with integrity. These standards ensure that faculty and staff adhere to sound and consistent ethical principles, fostering an environment of trust and respect within the institution.

By integrating these cross-cutting issues into the educational experience, our college not only educates students academically but also prepares them to be conscientious and ethical members of society. This comprehensive approach ensures that students are well-equipped to contribute positively to their communities and the world at large.

| 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: 34.85

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

Response: 69

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 39.56

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 |
|---------|---------|---------|---------|---------|
| 104 | 46 | 67 | 86 | 53 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 180 | 180 | 180 | 180 | 180 |

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: 63.37

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 |
| 85 | 41 | 47 | 72 | 37 |

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 |
| 89 | 89 | 89 | 89 | 89 |

| 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: 24.75

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:

BSN College, located in Sanganer, Jaipur, emphasizes experiential learning, aiming to bridge the gap between theoretical knowledge and practical application. This approach enhances students' understanding and skill proficiency by immersing them in real-life experiences. Through methods such as individual reflection, group discussions, questioning, and assignments, students actively engage with their learning processes.

Inclusive learning is a cornerstone of the institution's methodology. After each activity, teachers facilitate discussions where students relate their experiences to the subject matter. This collaborative environment encourages students to work individually and as part of a team, fostering communication and mutual learning. Students are expected to be active participants rather than passive recipients of knowledge.

Experiential learning, or learning by doing, is central to the educational approach at BSN College. The curriculum includes group discussions, interactive teaching, debates, class presentations, field visits, village surveys, workshops, industrial visits, and student seminars. These activities ensure that students experience active and participative learning. Skill development programs and skill-oriented courses are designed with a strong emphasis on hands-on training. Assignments require students to engage in critical thinking and problem-solving.

Student-centric and participative learning methods are integral to curriculum implementation. The institution takes great care to ensure that experiential and participative learning is effective. The use of Information and Communications Technology (ICT) in classrooms is a key component of this strategy. ICT offers numerous opportunities for teachers and students to enhance teaching and learning through new technologies and techniques. PowerPoint presentations, for instance, engage students actively and stimulate their interest in personal learning.

Integrating ICT into the classroom helps students develop effective learning strategies, collaborate with peers, and explore the world around them. BSN College has equipped classrooms with LCD projectors and a computer lab to facilitate the use of ICT in teaching. The use of computers, projectors, and the internet has significantly improved the quality of education provided.

The benefits of ICT in education at BSN College are manifold:

- It increases student motivation and interest in subjects.
- It fosters independent learning.
- It introduces creativity into teaching and learning processes.
- It encourages collaboration and teamwork.
- It offers innovative teaching methods.
- It brings variety in content and presentation.
- It makes teaching-learning interactive and student-centric.
- It enhances reference skills and brings current knowledge into the classroom.
- It increases student engagement in educational activities.

By focusing on experiential learning and leveraging ICT, BSN College ensures that students are not only knowledgeable but also competent in applying their skills to real-world situations. This holistic approach prepares students to succeed in various fields by equipping them with the practical skills and knowledge

necessary for professional and personal growth.

| 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: 100

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 |
|---------|---------|---------|---------|---------|
| 8 | 9 | 9 | 9 | 15 |

| 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: 88

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 |
|---------|---------|---------|---------|---------|
| 8 | 9 | 9 | 9 | 9 |

| 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 awarded 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:

Students are informed about the evaluation pattern during the orientation programmes / induction programmes arranged at the beginning of the academic year. The Principal and all faculties of the BSN College guide the students regarding the internal assessment, question paper patterns and university examinations. The circulars received from the university in this regard are communicated to the faculty members and administrative staff from time to time and are also displayed on the notice boards for students. The internal assessment for semester end examination and credit-based courses is very transparent and robust. The attendance sheets of the students appearing for such internal term end examinations, home or other internal tests assignments and continuous assessment sheets are maintained and the students' grievances are also addressed quickly and transparently.

The examination committee is constituted every year to coordinate the internal and external examination activities and communicate to the students, teachers and administrative staff any information regarding examinations. For effective understanding of the evaluation process, the faculty members give class-wise/ course-wise instructions about unique features of internal/external evaluation of that course. Changes in schedules, patterns, methods if any, are immediately brought to the notice of the students through notice boards, messages and website notifications and also through classroom interactions by the subject teachers. Internal examination schedule are displayed on notice boards in advance.

Grievance Redress System:

At College level:

The faculty distributes evaluated answer scripts of assignments to students and any clarifications or grievances are addressed by the concerned faculty within a period of 3 days. The internal marks are then

displayed on notice board. If any discrepancy is brought to the notice, the concerned faculty will resolve it and the necessary corrective action is initiated. If a student is not satisfied with the marks awarded even after resolved by the faculty, student may represent same to the Principal.

At University level:

Exam Form Filling:

It is sometimes observed that while filling the online exam forms of the subjects offered by the students are not correctly reflected on the screen in such cases the university provides three

Days' time to the college to submit such grievances of the students to the university and get redressed the observed anomalies.

Correction in Name on Hall Ticket:

In case if the Hall Tickets issues to the students do not carry the correct name of student concerned. In such cases the university gives 7 Days' time to get the hall ticket corrected through the college.

Re-valuation & Recounting:

If student is not satisfied with the marks awarded, they can apply for recounting within a week from the declaration of result through the office at the college. The received grievances are submitted to university by the college.

| 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:

BSN College is committed to providing quality education and fostering the holistic development of its students. As an institution affiliated with the prestigious University of Rajasthan, it offers exclusively undergraduate programs that adhere strictly to the university's curriculum and examination schedules. At the beginning of each academic year, faculty members diligently prepare comprehensive course files that outline Course Objectives, Course Outcomes, modules, reference materials, teaching plans, and credits. During induction programs and lectures, students receive thorough briefings on the syllabus, examination

patterns, and expected outcomes, which helps ensure they are well-prepared and clear on what is required of them.

A key component of the college's educational framework is the Programme Outcomes (POs). These are overarching statements that define the knowledge, skills, and abilities students are expected to acquire by the end of a specific program. The POs are carefully aligned with accreditation standards, industry requirements, and societal demands, ensuring their relevance and applicability. The college prominently displays these POs on its website, making them accessible and transparent. They serve as guiding principles for curriculum design, teaching methods, and assessment strategies across all programs.

Complementing the POs are the Course Outcomes (COs), which provide specific statements detailing the expected learning outcomes of individual courses within a program. Formulated by faculty members in consultation with various stakeholders, the COs is designed to be measurable, observable, and achievable, ensuring they align seamlessly with the overarching POs. These COs offer a clear roadmap for understanding the learning objectives of each course and form the foundation for curriculum design, the development of teaching materials, and assessment methodologies.

The evaluation of POs and COs at BSN College is conducted through a robust system that includes various assessment methods such as examinations, assignments, projects, practical, internships, and other forms of evaluation. These assessment methods are meticulously aligned with the COs and POs to ensure students are evaluated on their ability to demonstrate the expected knowledge, skills, and abilities. The results of these assessments are rigorously analyzed and periodically reviewed to gauge the attainment levels of POs and COs. This feedback loop is essential for informing continuous improvements in the curriculum, teaching methods, and assessment strategies, thereby fostering an environment of ongoing enhancement and excellence in education.

In essence, BSN College, is dedicated to maintaining high standards of education and ensuring that its students develop the necessary skills and knowledge to succeed in their future endeavors. The institution's meticulous approach to course planning, detailed briefing sessions for students, and comprehensive evaluation system all contribute to creating a rigorous and supportive educational environment. By continuously aligning its educational outcomes with industry and societal needs, the college not only ensures the relevance of its programs but also prepares its students to meet the challenges of the future effectively.

| 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:

BSN College, our esteemed institution, is dedicated to maintaining a rigorous and evidence-driven methodology in evaluating the achievement of Programme Outcomes (POs) and Course Outcomes (COs) across all our academic offerings. We have established a robust framework encompassing diverse assessment methodologies, comprehensive feedback mechanisms, and systematic review processes to ensure that our students consistently meet the prescribed POs and COs.

Assessment Methods: Our approach to assessment encompasses a wide array of methods, meticulously tailored to align with the specified COs and POs. These methods include examinations, assignments, projects, practicals, internships, presentations, and various other evaluative tools. Each assessment modality is carefully designed to gauge the acquisition of knowledge, skills, and abilities delineated by the POs and COs. Conducted at regular intervals throughout the duration of the program, these assessments serve as checkpoints to monitor student progress and assess their proficiency in achieving the intended learning outcomes.

Feedback Mechanisms: In our pursuit of excellence, feedback plays a pivotal role in informing our continuous improvement efforts. To this end, our Internal Quality Assurance Cell (IQAC) spearheads initiatives aimed at enhancing the quality of higher education through rigorous self and external evaluation processes. We have implemented a structured feedback mechanism, soliciting input from students, parents, alumni, and other stakeholders. The feedback collected through surveys, focus groups, and reviews is meticulously analyzed to identify areas of strength and areas requiring improvement. This invaluable feedback informs our strategic planning and guides the implementation of targeted improvement plans to enhance the attainment of POs and COs.

Review Process: Furthermore, our institution maintains a robust review process to systematically evaluate the attainment of POs and COs. Faculty members, program coordinators, and other stakeholders collaboratively review assessment results, feedback data, and relevant metrics to assess the level of achievement of the intended outcomes. This rigorous review process facilitates the identification of strengths and weaknesses within our academic programs, enabling us to implement necessary changes to bolster the attainment of POs and COs. Based on the insights gleaned from these reviews, we proactively refine our curriculum, pedagogical approaches, and assessment strategies to foster continuous improvement and uphold our commitment to providing quality education.

In essence, our systematic and evidence-based approach to evaluating the attainment of POs and COs underscores our unwavering dedication to excellence in education. Through the synergistic integration of diverse assessment methodologies, comprehensive feedback mechanisms, and robust review processes, we strive to empower our students with the knowledge, skills, and competencies needed to thrive in an ever-evolving global landscape.

| 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:** 75.21**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 |
|---------|---------|---------|---------|---------|
| 44 | 59 | 40 | 34 | 5 |

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 |
|---------|---------|---------|---------|---------|
| 67 | 84 | 43 | 37 | 11 |

| 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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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:

BSN College is passionately dedicated to cultivating a robust ecosystem of knowledge and learning. This commitment not only encourages research and innovation but also stays deeply rooted in the cultural and social values cherished by its students. The institution firmly believes that education should be intertwined with the cultural and social fabric that shapes individuals' identities.

At the core of BSN College lies its dynamic Innovation Cell, operating under the guidance of the Internal Quality Assurance Cell (IQAC). This cell actively spearheads independent research and innovation endeavors. Collaborating closely with external experts and industry leaders, the Innovation Cell and IQAC have been pivotal in organizing numerous initiatives aimed at fostering awareness about Intellectual Property Rights (IPR). These initiatives include workshops, awareness programs, and enlightening lectures that highlight the critical role of IP in academia.

The IQAC at BSN College has taken proactive measures to enhance knowledge in this domain by regularly hosting a series of impactful Research and IPR lectures and seminars. Understanding the importance of cultivating a research-centric mindset and critical thinking skills, the college has conducted three significant workshops during the assessment period. These workshops focused on Research Inspiration, Methodology, and Orientation.

In addition to its academic efforts, the college integrates courses within its curriculum that delve deep into the complexities of Indian society and culture. Emphasizing holistic learning, the institution offers numerous opportunities beyond the prescribed syllabus for students to explore Indian Knowledge Systems through an array of seminars, talks, and workshops. The college serves as a vibrant platform for the exchange of ideas and insights by regularly hosting distinguished speakers and experts well-versed in Indian cultural and social philosophies.

To complement these endeavors, BSN College offers Value Added Programs in a hybrid mode, encompassing both offline and online modalities. These programs are designed to deepen students' understanding of Indian Knowledge Systems. The institution also places a significant emphasis on providing students with myriad opportunities to engage with these systems, ensuring a well-rounded educational experience.

In essence, we stand as a beacon of holistic education. Here, academic pursuits are seamlessly intertwined with cultural and social ethos. By nurturing a spirit of inquiry, innovation, and reverence for tradition, the institution strives to shape well-rounded individuals. These individuals are equipped to navigate the complexities of the modern world while remaining deeply rooted in their cultural heritage.

The college's dedication to fostering a rich ecosystem of knowledge and learning is evident through its various initiatives and programs. From workshops on research methodology to seminars on Indian culture, BSN College ensures that students receive a comprehensive education. This education not only prepares them for professional success but also instills in them a deep appreciation for their cultural roots.

By integrating academic rigor with cultural and social values, BSN College creates an environment where students can thrive both intellectually and personally. The institution's commitment to holistic education ensures that students are not only well-prepared for their careers but also equipped with the knowledge and values necessary to contribute positively to society.

| 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: 3

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 |
|---------|---------|---------|---------|---------|
| 1 | 00 | 00 | 1 | 1 |

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

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| 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: 0.07

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 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| 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:

Over the past five years, BSN College, has actively engaged in extension activities within its neighborhood community, aiming to create a positive impact and sensitize students to various social issues. These efforts have not only benefited the community but also contributed to the holistic development of students, instilling in them a sense of social responsibility and empathy. Here are the outcomes of these extension activities:

Impact on Community:

1. **Health and Sanitation Awareness:** The College has organized health camps and awareness programs on sanitation and hygiene in nearby villages. These initiatives have led to an increase in health awareness among community members, resulting in improved hygiene practices and better health outcomes.
2. **Educational Support:** BSN College has adopted nearby government schools, providing educational support through teaching assistance, infrastructure development, and extracurricular activities. This has contributed to the academic growth of underprivileged children and improved the overall quality of education in the community.
3. **Skill Development:** The College offers skill development programs for rural youth, focusing on computer literacy, vocational skills, and entrepreneurship. These programs empower young individuals with employable skills, enabling them to pursue sustainable livelihoods and contribute to economic development.
4. **Environmental Conservation:** Initiatives like tree plantation drives, waste management awareness programs, and clean-up campaigns have been conducted to promote environmental conservation. These efforts have led to a cleaner and greener neighborhood, fostering a sense of environmental responsibility among residents.
5. **Empowerment of Women:** BSN College has organized skill development workshops and awareness programs aimed at empowering women in the community. This includes training in stitching, handicrafts, and financial literacy, providing women with opportunities for economic independence and self-reliance.

Impact on Students:

1. **Enhanced Empathy and Social Awareness:** Through participation in extension activities, students have developed a deeper understanding of social issues and challenges faced by the community. This has led to enhanced empathy and a heightened sense of social responsibility among students.
2. **Practical Learning:** Engagement in community service projects provides students with practical learning experiences outside the classroom. They get to apply theoretical knowledge to real-world situations, honing their problem-solving and leadership skills.

3. **Cultural Sensitivity:** Interactions with the local community during extension activities have exposed students to diverse cultures and perspectives. This has promoted cultural sensitivity and appreciation for diversity among students.

4. **Leadership and Teamwork:** Students involved in organizing and executing extension activities have developed leadership and teamwork skills. They learn to collaborate effectively, delegate tasks, and manage projects, preparing them for future leadership roles.

5. **Personal Growth:** Engagement in community service fosters personal growth and self-reflection among students. They develop a sense of fulfillment and satisfaction from making a positive impact on the lives of others, contributing to their overall well-being and holistic development.

Overall, the extension activities undertaken by BSN College have resulted in tangible benefits for the neighborhood community while sensitizing students to important social issues. These activities have played a vital role in shaping students into socially conscious and empathetic individuals, equipped to contribute positively to society

| 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:

NA

| 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: 52

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 |
| 39 | 00 | 00 | 01 | 12 |

| 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: 10

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | 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:

The BSN college prides itself on its meticulously crafted infrastructure, meticulously designed to meet the stringent requirements stipulated by both the affiliating university, (University of Rajasthan, Rajasthan) and other regulatory bodies, ensuring the holistic fulfillment of all stakeholders' needs.

At the heart of our campus, we boast a versatile auditorium nestled within the expansive playground, providing a dynamic venue for our annual gatherings and other significant events. Each space within our campus is thoughtfully designed to optimize functionality and comfort, with well-furnished, spacious, ventilated, and illuminated classrooms, complemented by state-of-the-art computer laboratories, tutorial rooms, and various other student support facilities meticulously aligned with the exacting standards set forth by the university.

Efficiency is paramount in our educational endeavors, and to this end, we boast an abundance of classrooms, each equipped with cutting-edge ICT facilities such as LCD projectors and Wi-Fi connectivity, fostering an environment conducive to interactive and technology-enhanced teaching methodologies. Administrative efficiency is upheld through the provision of dedicated spaces for the Administrative Office, and Internal Quality Assurance Cell (IQAC)

Recognizing the importance of creating an inclusive and conducive environment for all, we offer separate common rooms for both girls and boys, along with designated staff and student toilets, ensuring privacy and comfort. Our commitment to safety is unwavering, with an array of support and safety facilities including continuous power backup, strategically placed fire extinguishers, water coolers equipped with purifiers, and CCTV surveillance at key locations, guaranteeing the well-being of all members of our community.

Stepping outside, our campus embraces nature with lush green landscaping, encompassing sprawling lawns and vibrant gardens, providing tranquil spaces for relaxation and contemplation. To maintain the pristine condition of our campus, we have appointed dedicated in-house housekeeping staff; ensuring cleanliness and hygiene are upheld to the highest standards.

In line with the modern technological landscape, our entire campus is Wi-Fi enabled, facilitating seamless connectivity and access to digital resources for both academic and recreational purposes. We recognize the importance of holistic development, offering an array of sports facilities catering to diverse

interests. Our expansive playground serves as a hub for outdoor sports including volleyball, badminton, kabaddi, and cricket, while indoor enthusiasts can indulge in games like chess and carom within our dedicated indoor sports facilities.

Prioritizing the well-being of our students, we have established a well-equipped gymnasium, providing facilities for physical fitness and promoting a healthy lifestyle. Safety remains a paramount concern, with first aid boxes readily available at strategic locations across the campus, ensuring swift and effective response in case of emergencies.

Enriching the fabric of our campus life are cultural activities organized under the expert guidance of our dedicated cultural committee coordinator, fostering a vibrant community spirit. To further enhance the experience, refreshments are provided to both students and staff during festive celebrations, fostering camaraderie and a sense of belonging within our close-knit community.

| 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: 11.4

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 |
|---------|---------|---------|---------|---------|
| 0.10750 | 1.09559 | 0.12980 | 0.23268 | 0.05711 |

| 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:

Established in 2010, the BSN College library stands as a beacon of academic enrichment for both students and faculty members. With a vast collection of books and resources, the college library serves as a vital hub for research, learning, and intellectual exploration. Equipped with fire alarms and CCTV security systems, the library ensures the safety and security of its valuable assets, fostering an environment conducive to scholarly pursuits.

Comprising an extensive array of books, journals, magazines, and periodicals, the BSN College library caters to diverse academic interests and disciplines. In addition to textbooks and reading materials, the library boasts a comprehensive collection of reference sources, including encyclopedias, dictionaries, and atlases, facilitating in-depth research and study. With approximately 1451 books in its repository, including 111 reference books, spanning various subjects, the library offers a wealth of knowledge and information to its users. New reference books are being procured now on a higher pace for the upcoming session. Moreover, the library subscribes to a range of journals-5 magazines-8, and newspapers-4, providing access to the latest developments and insights in academia and beyond.

To streamline its operations and enhance user experience, the library is automated with Library Management Systems Software, specifically DELNET. This user-friendly software facilitates essential library functions in a computerized environment, including acquisition, cataloging, circulation, and administration. Additionally, features such as OPAC (Online Public Access Catalog), authority control, article indexing, and report generation optimize the management and accessibility of library resources.

In addition to its extensive collection and advanced automation, the library offers a range of facilities and services to meet the diverse needs of its users. Each student is entitled to borrow two textbooks and one reference book for a period of seven days, with the option for renewal. Furthermore, the library provides a book bank facility, ensuring equitable access to educational resources for all students. Regular online and offline book exhibitions enrich the academic experience, showcasing new additions to the library's collection and fostering a culture of literary engagement.

Moreover, the library embraces digitalization by offering access to e-journals, video lectures, and other electronic resources through its Digital Library. Here, students and staff can access, download, and print open-access journals and research papers, as well as utilize audio-visual aids to enhance their learning experience. This integration of technology enhances accessibility and facilitates remote learning, catering to the evolving needs of the academic community.

With an average footfall of more than 50 users per day, the library serves as a bustling hub of intellectual activity and scholarly exchange. It remains committed to its mission of providing a conducive environment for learning, research, and personal growth, empowering students and faculty members

alike to embark on a journey of discovery and enlightenment.

| 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:

BSN College, Sanganer, consistently endeavors to enhance its resources, particularly in terms of IT infrastructure, equipment, and smart classrooms, to facilitate a conducive learning environment for its students and faculty.

The institution boasts a total of 26 computers, with 20 allocated for student use and the remainder utilized for administrative purposes and by faculty members. To ensure uninterrupted electricity supply, BSN College, Sanganer, has installed an inverter and battery power-backup system. Furthermore, the institution is equipped with a robust internet connection, with one optical fiber connection offering a speed of 100 Mbps. This connection extends to the library, facilitating access to resources from the DELNET network.

The computer lab is fully integrated with high-speed internet connectivity, enabling students to harness the power of online resources for their academic pursuits. Moreover, the computers within the lab are equipped with a comprehensive suite of software, empowering students to engage in a wide range of learning activities.

In addition to the computer lab, the institution features smart classrooms outfitted with computers, smart boards, and projectors. These state-of-the-art facilities are utilized by both teachers and students during presentations, online seminars, and classes. Lecturers leverage ICT tools to enhance the effectiveness of their teaching methodologies, providing real-time updates and fostering interactive learning experiences through smart boards.

The college library further supplements the learning process by providing computer systems with internet access to students. This enables them to attend online classes and access study materials available on the internet. To ensure the safety and security of its premises, CCTV cameras are strategically installed throughout every wing, department, and room, with a central monitoring screen placed in the principal's

office for continuous observation.

To facilitate classroom instruction, faculty members are equipped with chargeable compact speakers, while an audio system with a microphone is utilized for regular functions and cultural activities. Attendance monitoring is streamlined through the installation of a biometric machine, ensuring accuracy and efficiency in tracking student attendance.

Embracing the shift towards online education, BSN College, Sanganer, employs various digital platforms to deliver learning content to students. This includes video lectures uploaded to YouTube channels, distribution of notes in PDF and PowerPoint formats through WhatsApp groups, and the dissemination of study materials via the college website.

Administrative processes are also streamlined through the use of online software, which manages student records, fee payments, and other pertinent databases. The academic office is equipped with the latest configuration computers, along with essential peripherals such as printers, scanners, and power backup facilities. The college website is regularly updated to provide students with essential information including circulars, timetables, and study materials, ensuring seamless access to relevant resources.

College hires technician from outside to maintain the IT facilities in the college which includes maintenance of computers, LCD Projectors, Printer, Scanner and other peripherals. College has AMC contract for all maintenance work. Regular up gradation of software and computers are done annually.

| 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: 6.6

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

Response: 30

| 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: 6.4

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 |
|---------|---------|---------|---------|---------|
| 0.46116 | 0.24299 | 0.01600 | 0.15712 | 0.03408 |

| 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: 36.94

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 |
|---------|---------|---------|---------|---------|
| 71 | 79 | 73 | 56 | 35 |

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: 13.41

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 |
|---------|---------|---------|---------|---------|
| 29 | 27 | 00 | 28 | 30 |

| 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: 34.81

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 |
|---------|---------|---------|---------|---------|
| 14 | 24 | 10 | 11 | 4 |

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 |
|---------|---------|---------|---------|---------|
| 44 | 59 | 39 | 34 | 5 |

| 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: 2.54

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 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 1 | 1 |

| 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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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: 4.8

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 |
|---------|---------|---------|---------|---------|
| 8 | 00 | 00 | 8 | 8 |

| 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 college regularly organizes Alumni Meets as a significant annual event, with the last one held on 10th February 2023. During these meets, issues such as enhancing placement opportunities and facilitating industrial internships were addressed. The college maintains constant communication with its alumni, updating them on scientific, cultural, extracurricular, and notable achievements through social media platforms to foster connections and enhance interaction.

Every year, BSN College conducts the Alumni Meet at its campus in Bakshawala, JDA Scheme, Vatika Road, Teh. Sanganer, facilitating interaction and the exchange of knowledge among alumni working in various sectors of the Indian economy. These meetings have been a regular feature.

Alumni actively contribute and assist the college in various capacities, including:

1. Conducting Personality Development Programs
2. Providing Career Counseling
3. Facilitating Society-College Interaction
4. Assisting with Placement Activities
5. Organizing Study Tours/Industry Visits
6. Offering Project Assistance to final year students, and more.

In addition to these non-financial contributions, during the recent alumni meet, it was decided to extend assistance to the college through financial contributions based on individual willingness. Moreover, there was a decision to establish a registered alumni association of the college. The alumni have unanimously agreed to form a registered alumni association to effectively collaborate towards the development of the college.

These Alumni Meets serve as platforms for alumni to reconnect with their alma mater, share experiences, and contribute towards the growth and development of the institution. The exchange of knowledge and experiences between alumni and current students fosters a sense of community and provides valuable insights into various career paths and industry trends.

The Alumni Meets also play a crucial role in bridging the gap between academia and industry. Alumni bring with them real-world experiences and insights, which they willingly share with current students, aiding in their career planning and professional development. The interaction between alumni and

students during these meets serves as a source of inspiration and motivation for the younger generation.

Furthermore, the decision to establish a registered alumni association reflects the commitment of alumni towards the long-term development of the college. Such an association will provide a structured platform for alumni to channel their efforts towards initiatives that benefit the college community. It will facilitate better coordination, planning, and execution of various developmental activities, ensuring sustained growth and progress.

In conclusion, the Alumni Meets organized by BSN College are instrumental in fostering lifelong connections, sharing knowledge, and contributing towards the overall development of the institution. Alumni involvement not only enriches the college experience for current students but also strengthens the bond between the college and its alumni network. Through collaborative efforts, both non-financial and financial, alumni continue to play a vital role in shaping the future of BSN College, Sanganer.

| 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:

Institutional governance and leadership are critical foundations that determine the direction and success of an educational institution. At BSN College in Sanganer, these elements are deeply embedded in the institution's vision and mission, which is evident through its various practices and initiatives.

The institution's vision is a steadfast commitment to educational excellence, aiming to cultivate the intellectual and human potential of its learners for the betterment of society. This vision is not just a guiding principle but is actively pursued through strong leadership and governance structures.

A primary focus of BSN College is delivering quality education by combining traditional wisdom with innovative learning practices. This dedication to academic excellence is reflected in the continuous enhancement of teaching methodologies, curriculum design, and learning resources, keeping pace with the latest advancements in education. The institution fosters a dynamic academic environment that nurtures talent and professional skills, shaping well-rounded individuals capable of making significant contributions to society.

Central to the institution's mission is the promotion of a lifelong thirst for learning among students, supported by the latest educational advancements. This mission is brought to life through various institutional practices that foster a culture of continuous learning and intellectual growth. Faculty members are encouraged and supported in their professional development, ensuring they stay updated on emerging trends and best practices in their fields. The curriculum is designed to meet evolving societal needs, equipping students with the knowledge and skills necessary to succeed in a rapidly changing global environment.

BSN College is also deeply committed to social responsibility and national values. The institution works to instill moral values and a sense of nationalism in students through a holistic approach to education that emphasizes not only academic excellence but also ethical and moral development. The leadership promotes virtues such as honesty, discipline, accountability, and transparency among students and faculty, fostering a culture of integrity and responsible citizenship.

Furthermore, the institution engages actively with the wider community and social institutions to address societal needs and promote social development. Through collaborative efforts and outreach initiatives, BSN College aims to amplify the societal impact of its educational efforts, contributing to the holistic development of the community.

Decentralization and participatory governance are also key aspects of the institution's leadership

approach. BSN College empowers stakeholders, including faculty, students, and community members, to participate actively in decision-making processes, ensuring that diverse perspectives are considered and valued. This participatory approach fosters a sense of ownership and accountability among stakeholders, contributing to the institution's sustained growth and success.

At BSN College, Sanganer, the governance and leadership are intricately aligned with the institution's vision and mission. This alignment drives transformative change and fosters a culture of excellence, equity, and social responsibility. The institution's leadership and governance mechanisms ensure that the vision of cultivating intellectual and human potential is consistently pursued, creating a positive and lasting impact on students, society, and the nation as a whole.

| 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:

At BSN College, the management prioritizes the provision of adequate teaching and non-teaching staff, thereby ensuring the holistic development of the college. The management is committed to fostering an environment conducive to learning excellence by setting forth general guidelines for a quality policy that embodies the ethos of academic brilliance.

The Principal plays a pivotal role in the institution, ensuring smooth operations and guiding the faculty in formulating academic teaching plans, crafting academic calendars, and orchestrating various co-curricular, extra-curricular, and cultural activities at the outset of each academic year. Their leadership is crucial for the effective implementation of these activities, fostering a vibrant and engaging learning environment. Moreover, the Principal leads the formation of various committees comprising faculty members, students, and non-teaching staff, promoting collaboration and synergy. Building strong relationships with stakeholders is paramount, as the Principal continuously works towards the holistic development of the college. Faculty members use Information and Communications Technology (ICT) to integrate modern techniques into the teaching-learning paradigm, ensuring that students remain abreast of contemporary advancements.

Affiliation with University of Rajasthan, Rajasthan, is meticulously structured in adherence to regulatory norms and guiding principles. University inspections, facilitated through the Local Enquiry Committee (LEC), play a crucial role in validating the institution's academic and administrative prowess. The

appointment process is systematic, with vacant positions identified in collaboration with the Principal. Following thorough scrutiny, advertisements are placed in local newspapers in compliance with the stipulations of the affiliating university and the State Government of Rajasthan. Recruitment procedures adhere to the norms delineated by the University Grants Commission (UGC) and the State Government. The management's commitment to job security, transparency, and a familial atmosphere attracts and retains qualified, knowledgeable, and skilled faculty and staff.

Central to the institutional ethos is the formulation of a comprehensive institutional strategic plan, serving as a blueprint for future development. Faculty members actively contribute suggestions to various committees under the guidance of the Principal. Through collaboration involving faculty in-charges, the Internal Quality Assurance Cell (IQAC), and Heads of Departments (HODs), the perspective plan is meticulously crafted. The plan undergoes thorough deliberation within the College Development Committee (CDC), incorporating insights from both teaching and non-teaching staff representatives. The finalized plan encompasses diverse facets, including infrastructure development, resource allocation for library and research facilities, the introduction of new programs, and initiatives aimed at staff training, student skill development, and competitive examination coaching.

To execute the perspective plan with precision, applications for financial support are meticulously prepared and submitted to external funding agencies such as the UGC and RUSA. These applications seek funding for the implementation of various improvement initiatives. The institutional strategic plan serves as a guiding beacon, propelling BSN College, Sanganer, towards sustained growth and excellence in the realm of higher education.

| 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:

The evaluation of faculty performance at BSN College, Sanganer, is conducted through the Academic Performance Indicator (API) or Performance-Based Appraisal System (PBAS), adhering to the guidelines stipulated by the University Grants Commission (UGC) and the affiliating university. The Internal Quality Assurance Cell (IQAC) meticulously assesses faculty performance across various domains including teaching, learning, evaluation, curriculum development, extension activities, professional development, and research contributions. This assessment serves as a crucial component for promotion under the Career Advancement Scheme (CAS), ensuring that faculty members are recognized and rewarded for their contributions to the institution's academic excellence.

Similarly, the performance of non-teaching staff is evaluated through Confidential Reports (CRs) in accordance with the norms outlined by the Government of Rajasthan. The Principal assumes the responsibility of assessing the performance of non-teaching staff and communicates the evaluations to the management. These confidential reports play a pivotal role in determining promotions for non-teaching staff.

In addition to performance evaluations, the college implements a comprehensive array of welfare measures aimed at fostering the well-being and professional growth of both teaching and non-teaching staff members.

For teaching staff:

1. Faculty members are actively encouraged and supported in pursuing higher education, with opportunities for attending workshops, conferences, seminars, short-term courses, and faculty

development programs.

2. Participation in professional bodies and engagement in their activities are actively promoted.
3. Faculties are incentivized to secure research grants for their projects, with ample support provided for research endeavors.
4. The integration of ICT tools into the teaching-learning process is promoted and facilitated.
5. Emphasis is placed on the publication of research papers in reputed journals and conferences, thereby enhancing the academic profile of faculty members.
6. During the COVID-19 pandemic, the college prioritized the safety and well-being of staff members by implementing stringent precautionary measures, organizing wellness drives, including RT-PCR and Rapid Antigen Tests, vaccination drives, and providing counseling and psychological guidance.

For non-teaching staff:

1. Tailored training programs are organized to enhance the skill development of non-teaching staff, with active involvement encouraged in the organization of all college events.
2. Welfare provisions such as group insurance, leaves (casual, earned, medical, vacation) in accordance with university norms, and maternity leave for female faculty and staff members are provided.
3. Non-teaching staff members are also encouraged to participate in training programs aimed at enhancing their skills and professional development.

These welfare measures underscore the institution's commitment to nurturing a supportive and conducive work environment, where both teaching and non-teaching staff members are empowered to thrive and contribute to the overall success of BSN College, Sanganer, .

| 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: 26

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 |
|---------|---------|---------|---------|---------|
| 07 | 01 | 00 | 03 | 02 |

| 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: 13

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 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 0 | 1 | 7 |

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 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 10 |

| 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 Institution has a mechanism to monitor funds:

- to avail government and affiliating university scholarships for students,
- to collect fees from students as per the fee structure described by affiliating university,
- to collect fees under skill-based short-term courses,
- to approach individuals and philanthropists for support,
- to appeal alumni for financial and non-financial support,
- to utilize interest earned on fixed deposits.

Procedure for utilization:

Planning: The Head of the department calls a faculty meeting to finalize an annual budget. The expenses required for the activities such as organizing co-curricular and extracurricular activities are also included in the annual budget.

Budget Formulation: The annual budget of the departments are prepared and forwarded by all HODs to the Principal for consent. The Principal directs the HOD to prepare a consolidated budget for the institution. The final consolidated budget is forwarded to Management for final approval.

Allocation: The proposed budget received from the Principal and then allocates the budget as per the necessity of the proposed expenses. If there is no inappropriateness, then the budget is sanctioned and funds are released. Provisions are also made for emergency expenditure.

Expenses: The sanctioned funds are utilized for the development of laboratories, procurement of books, national /international journals, staff salary, development and maintenance activities, etc. In case of any additional funds required for unplanned activities such as attending seminars / workshops / conferences / technical competitions, then the concerned faculty has to prepare a note stating the details of the importance with supporting documents. In exceptional cases, the concerned faculty may be required to give a presentation before the management authorities for sanctioning the funds.

Audit: The Accounts Section of the office verifies the expenses against the sanctioned amount carried out under various institutional activities from the supporting documents and gives their remarks for the final settlement. Internal and external audits are carried out once every financial year to ensure proper utilization of the funds as per the allocation by management. The budget estimates and audited statements are prepared regularly. Internal and external audits are carried out to ensure effective and efficient use of financial resources. There is a proper allocation and utilization of the annual budget.

Institution: Internal Audit Internal financial audit is a continuous process and accountant mainly handles it. Internal audit is carried out annually. During the internal audit, the auditors may give few suggestions related to some of the finance and stock-related records, giving opportunity to the college to address and rectify the same.

Institution: External Audit

Every year a group of external auditors comprising a team of Chartered Accountants perform the auditing of the college's financial records and books as per guidelines of the income tax department. For external audit Management has appointed chartered accountant firm who takes care about external audit at the end of every financial year. The audit report is discussed in the CDC of the college. After the discussion with CDC, Principal completes the compliance report and submits to the Management.

| 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 Internal Quality Assurance Cell (IQAC) of the college is a fundamental element in the continuous quest to enhance and maintain the quality of education provided. As an efficient internal coordinating

and monitoring body, the IQAC is committed to identifying areas for improvement, exploring innovative teaching methodologies, enhancing infrastructure, and recommending the introduction of new self-finance courses. Its core mission is to maintain and elevate the institution's quality standards, thereby contributing to its overall excellence.

The IQAC at BSN College holds quarterly meetings to strategize, direct, implement, and evaluate various aspects of teaching, research, and publication activities within the college. These meetings serve as platforms for collective brainstorming and decision-making. Sub-committees are assigned to different activities, and departments are tasked with implementing IQAC guidelines and reporting feedback. Through these concerted efforts, the IQAC aims to cultivate a pervasive culture of quality enhancement and best practices throughout the institution.

A multitude of IQAC initiatives has led to significant improvements in quality across various domains. Key initiatives include strategic planning and delegation of responsibilities in areas such as academic results, student leadership training, soft skills and personality development, placement assistance, faculty development programs, administrative development programs, research and development activities, and industry interaction. By delineating clear objectives and assigning specific responsibilities, the IQAC ensures focused efforts towards achieving excellence in these critical areas.

Moreover, the IQAC at BSN College diligently monitors and mentors both academic and administrative activities, conducting periodic inspections to assess the quality of education imparted. These inspections are comprehensive, encompassing a review of healthy academic practices, mechanisms to identify and reform innovative pedagogical approaches, assessment of departmental facilities, facilitation of innovative teaching methods, and fostering faculty self-development. Through these evaluations, the IQAC identifies strengths and opportunities for improvement, fostering a continuous cycle of enhancement and innovation within the institution.

The IQAC's efforts are multi-faceted and aimed at holistic development. In terms of academic results, it focuses on improving student performance through various support mechanisms, including additional coaching and workshops. Student leadership training programs are designed to build leadership skills, preparing students for future roles. Soft skills and personality development initiatives are integral to enhancing employability, while placement assistance provides crucial support in transitioning from education to employment.

Faculty development programs ensure that educators are equipped with the latest pedagogical skills and knowledge. Administrative development programs aim to streamline operations and improve efficiency within the institution. Research and development activities are promoted to foster a spirit of inquiry and innovation, leading to new discoveries and advancements. Industry interaction is facilitated to bridge the gap between academic learning and real-world applications, providing students with valuable insights and opportunities.

Through its comprehensive approach, the IQAC not only monitors existing practices but also pioneers new initiatives to keep the institution at the cutting edge of educational quality. It ensures that every aspect of the college's functioning is aligned with the highest standards of excellence, ultimately benefiting students, faculty, and the broader community.

| 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:

Measures for the Promotion of Gender Equity

BSN College, Sanganer, is committed to fostering a gender-equitable environment through a transparent admission process and equal opportunities for all students. To ensure a conducive and safe environment, the institution has established several key committees:

- **Grievance Redressal Cell**
- **Anti-Ragging Committee**
- **Internal Complaint Cell**
- **Safety and Disaster Management Committee**
- **Mentor Mentee Scheme**
- **Psychological and Career Counseling Center**

These committees are dedicated to creating a supportive and secure atmosphere for all students, with a special focus on promoting gender equity and sensitization.

Curricular Initiatives:

The college offers a variety of courses aimed at fostering gender equity, which cover a wide range of relevant topics. These courses include:

- Contemporary Issues of Women in India
- Women and Society in India
- Women Psychology
- Human Rights
- Population Growth and Sex Ratio
- Indian Women Writers
- Representation of Gender and Sexuality in Literature
- Gender Budget and Employment Measures

Through these topics, students gain a comprehensive understanding of the importance of a gender-neutral society, becoming more morally and socially aware.

Co-curricular Activities:

In addition to curricular offerings, BSN College promotes gender sensitization through various co-curricular activities. These include:

- Workshops
- Conferences
- Seminars
- Guest Lectures
- Street Plays
- Slogan Competitions
- Wallpaper Publications
- Poster Exhibitions
- Counseling Sessions

The college also engages in outreach programs focused on gender equity, such as the "Beti Bachao-Beti Padhao" rally and "Good Touch-Bad Touch" awareness sessions for nearby schoolgirls. Other activities include Mehndi, Rangoli, Recipe Making, Floral Decoration Competitions, and Fashion Shows.

Facilities for Women on Campus:

The college prioritizes the safety and well-being of its female students through a range of facilities and measures:

- **CCTV Surveillance:** Comprehensive CCTV coverage ensures safety throughout the campus.
- **Security Staff and Discipline Maintenance Committee:** These teams work together to maintain a secure environment.
- **Identity Cards and Uniforms:** Compulsory for all students to enhance security.
- **Common Room Facility:** Dedicated space for female students.
- **Sanitary Napkin Vending and Disposal Machines:** Available in washrooms for safe and hygienic disposal.
- **Counseling Center and Mentoring System:** Supports students' academic, emotional, social, and cognitive development.
- **Sports Facilities, Gymnasium, and Yoga Center:** Promote physical well-being.
- **Emergency Helpline Numbers:** Displayed prominently for quick access.

Safety and Security Activities on Campus:

The Students' Welfare Committee regularly conducts workshops and mock drills to prepare students for emergency situations. These activities are conducted in collaboration with local Fire and Emergency Services, the Police, and the Health Department. Additionally, the college organizes awareness programs on various important topics such as human rights, women's rights in domestic situations, and cyber security.

By implementing these comprehensive measures, BSN College, Sanganer, strives to create an inclusive and supportive environment where all students can thrive and achieve their full potential, free from gender-based discrimination and bias.

| 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 |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | 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:

At BSN College, Sanganer, diversity is not just a buzzword; it's a vibrant reality. Students from varied backgrounds, encompassing different castes, creeds, and religions, converge within our campus walls. Despite this rich tapestry of diversity, our college intentionally cultivates an environment steeped in communal harmony and tolerance. This ethos is not just a passive ideal but an active principle that permeates every aspect of our institution.

At the heart of our values lie the principles enshrined in the Indian Constitution. Liberty, equality, fraternity, social justice, and secularism form the bedrock of our ethos. We believe in ensuring these values are not mere words on paper but lived experiences for every individual within our community. It's our responsibility as an educational institution to instill these values in our students, molding them into conscientious citizens through a holistic approach encompassing curricular, co-curricular, and extra-curricular activities.

Our commitment to fostering harmony and tolerance is evident through a myriad of initiatives and

celebrations. Teachers, the torchbearers of our educational journey, engage with students, fostering an atmosphere of understanding and acceptance. Formal lectures and informal interactions alike contribute to building bridges across differences.

The curriculum itself, meticulously crafted by the affiliating university, reflects our dedication to maintaining harmony amidst the diversity that characterizes our student body. Despite differences in culture, language, and religion, our courses are designed to promote inclusivity and understanding.

Throughout the academic year, our campus buzzes with activities aimed at nurturing responsible citizenship and raising awareness about constitutional obligations.

Some of our annual events include:

- Independence Day and Republic Day celebrations, where speeches, patriotic songs, and dances echo the spirit of nationalism.
- Pledge-taking ceremonies, aligned with governmental directives, reinforcing our commitment to integrity and unity.
- Integrity Pledge Day on 31st October, commemorating Sardar Vallabhbhai Patel's birthday, symbolizing our unity as a nation.
- Swachh Bharat Campaign on Gandhi Jayanti, spreading awareness about cleanliness in our surroundings.
- Programs focusing on human values, professional ethics, and awareness about human rights, nurturing ethical leaders of tomorrow.
- Homage to Dr. APJ Abdul Kalam, a beacon of inspiration for our youth, on his birth and death anniversaries.
- Road Safety Awareness Programs during Road Safety Week, where students lead rallies to promote safety measures like helmet use.

These events are not just rituals; they are moments of collective learning and reflection, reinforcing the ideals of unity, equality, and social responsibility.

Our commitment to communal harmony extends beyond our campus boundaries. We believe in being active contributors to the community around us, fostering understanding and cooperation through outreach programs and initiatives.

BSN College, Sanganer, stands as a beacon of unity in diversity, where every individual is respected, celebrated, and empowered to contribute positively to society. Through our collective efforts, we aim to create not just educated individuals, but empathetic and socially conscious citizens who will lead India towards a brighter, more inclusive future.

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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: Career Guidance and Placement Cell

Introduction: BSN College, Sanganer, has successfully implemented a comprehensive Career Guidance and Placement Cell (CGPC) to facilitate students' transition from academia to the professional world. This initiative aligns with the institution's vision to empower students with the skills and knowledge necessary for successful career advancement.

Objective: To provide holistic support to students in career planning, skill development, and placement opportunities.

Key Components and Activities:

- 1. Career Counseling Services:** The CGPC conducts regular one-on-one career counseling sessions for students to assess their strengths, interests, and career aspirations. Trained counselors provide personalized guidance and advice to help students make informed decisions about their career paths.
- 2. Skill Development Workshops:** The cell organizes workshops and seminars on various soft skills and industry-specific competencies such as communication skills, interview preparation, resume writing, and personality development. These workshops aim to enhance students' employability and make them industry-ready.
- 3. Industry Interaction Programs:** BSN College regularly invites industry experts, alumni, and HR professionals for guest lectures, panel discussions, and interactive sessions. These interactions provide students with insights into industry trends, job requirements, and networking opportunities.
- 4. Internship and Training Opportunities:** The CGPC facilitates internships and industrial training programs for students to gain practical exposure in their respective fields. Collaborations with companies and organizations enable students to apply theoretical knowledge in real-world settings, enhancing their employability.
- 5. Placement Drives:** The cell organizes on-campus recruitment drives where leading companies visit the campus to conduct recruitment interviews. CGPC assists students in preparing for interviews, resume polishing, and connecting with potential employers.

Outcome:

- Increased awareness and clarity among students regarding career options and opportunities.
- Enhancement of students' employability skills leading to improved placement rates.
- Strengthened industry-academia collaboration.
- Positive feedback from both students and recruiters regarding the quality of placements.

Best Practice 2: Community Outreach Programs

Introduction: BSN College, Sanganer, actively engages in community outreach programs to foster social responsibility and contribute to the holistic development of society.

Objective: To sensitize students towards societal issues, promote community service, and instill a sense of social responsibility.

Key Components and Activities:

1. **Health Camps:** The institution organizes health camps in nearby villages, providing free medical check-ups, consultations, and basic healthcare services to the underprivileged communities. Students from medical and allied health sciences actively participate in these camps, gaining practical experience while serving society.
2. **Awareness Campaigns:** BSN College conducts awareness campaigns on various social issues such as sanitation, hygiene, environmental conservation, and women empowerment. Students create and distribute educational materials, organize street plays, and conduct seminars to raise awareness among the local population.
3. **Skill Development Programs:** The institution offers skill development programs for rural youth aimed at enhancing their employability. Training sessions on computer literacy, vocational skills, and entrepreneurship are conducted to empower them for self-employment opportunities.
4. **Educational Initiatives:** The College adopts nearby government schools and organizes educational programs, including teaching support, infrastructure development, and extracurricular activities. Students volunteer as teaching assistants, mentors, and tutors, contributing to the academic growth of underprivileged children.
5. **Disaster Relief Activities:** During natural calamities or emergencies, BSN College mobilizes resources and volunteers to provide relief and rehabilitation support to affected communities. Relief camps, distribution of essentials, and medical aid are organized promptly to assist those in need.

Outcome:

- Increased awareness and sensitivity among students towards societal issues.
- Positive impact on the lives of underprivileged communities through healthcare, education, and skill development initiatives.
- Enhanced sense of social responsibility and empathy among students.
- Strengthened bond between the institution and the local community, fostering mutual trust and cooperation.

Conclusion: These best practices reflect BSN College's commitment to excellence in education and community development. By implementing these initiatives, the institution not only enriches the learning

experience of its students but also contributes positively to society, aligning with NAAC's emphasis on holistic development and social responsibility.

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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:

BSN College, Sanganer, stands as a beacon of holistic education, distinct among its peers for its steadfast commitment to nurturing not just academically proficient individuals but also morally upright, socially responsible citizens. With a resolute focus on invigorating learning skills, fostering human values, and providing value-based education, the college has etched its name in the educational landscape. This case study delves into one area distinctive to the institution's priorities and thrust - its approach towards the holistic development of students through the integration of value-based education, practical exposure, and infrastructure support.

Integration of Value-Based Education:

At the core of BSN College's mission lies the cultivation of virtuous, meritorious personalities equipped to serve humanity. The institution's emphasis on value-based education permeates every facet of its academic and extracurricular activities. The curriculum is infused with moral and ethical teachings, wherein students are not only imparted knowledge but also encouraged to reflect on the ethical implications of their actions. This approach instills a sense of responsibility and empathy, preparing students to navigate the complexities of modern life with integrity and compassion. By integrating values into education, BSN College fosters a generation of individuals who not only excel professionally but also uphold ethical standards and contribute positively to society.

Practical Exposure and Engagement:

Acknowledging the significance of practical exposure in complementing theoretical knowledge, the college organizes a plethora of activities throughout the academic year. Guest lecturers featuring industry experts provide students with insights into real-world challenges and innovations, bridging the gap between academia and industry. Furthermore, industrial tours offer firsthand experiences of various professions, enabling students to explore different career paths and gain valuable insights into the practical application of their learning. These initiatives broaden students' horizons and nurture a spirit of

curiosity and lifelong learning. By providing practical exposure, BSN College equips students with the skills and knowledge necessary to thrive in a competitive global environment.

Annual Cultural and Sports Day:

A highlight of the institution's calendar, the Annual Cultural and Sports Day serves as a platform for students to showcase their talents and celebrate their diverse cultural heritage. Through a myriad of performances, exhibitions, and competitions, students are encouraged to express themselves creatively and explore their interests beyond the confines of the classroom. The event fosters a sense of community and camaraderie among students, promoting inclusivity and mutual respect. Moreover, participation in sports activities promotes physical fitness and teamwork, instilling valuable life skills such as discipline and resilience. The Annual Cultural and Sports Day exemplify BSN College's commitment to holistic development, nurturing students' artistic, cultural, and physical well-being.

Infrastructure Support:

To facilitate holistic development, BSN College spares no effort in providing state-of-the-art facilities for teaching, learning, and sports activities. The college boasts well-equipped classrooms conducive to interactive learning experiences, a spacious library stocked with a diverse range of resources, and administrative offices geared towards efficient management and support services. Additionally, the institution's extensive grounds cater to outdoor sports and recreational activities, while indoor game rooms offer opportunities for leisure and relaxation. This comprehensive infrastructure creates an enriching environment where students can thrive academically, socially, and physically. By investing in infrastructure support, BSN College enhances the overall learning experience, ensuring that students have access to the resources they need to succeed.

In conclusion, BSN College, Sanganer's commitment to holistic development is evident in its multifaceted approach towards education. By integrating value-based education, practical exposure, and infrastructure support, the institution empowers students to excel academically while nurturing their moral, ethical, and social consciousness. Through initiatives such as guest lectures, industrial tours, and Annual Cultural and Sports Day, students are equipped with the knowledge, skills, and values necessary to navigate the complexities of the modern world with confidence and integrity. As a beacon of excellence in education, BSN College continues to inspire and empower the leaders of tomorrow.

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5. CONCLUSION

Additional Information :

BSN College, Sanganer, Rajasthan, is a premier institution dedicated to empowering women through education and holistic development. Established in 2010, this college has rapidly emerged as a leading center of learning, offering a range of undergraduate programs in required disciplines.

The college is affiliated with University of Rajasthan has been ensuring adherence to academic standards and guidelines set by the university. We follow the curriculum and examination schedules prescribed by the affiliating university, providing students with a comprehensive educational experience aligned with national standards.

One of the distinguishing features of the college is its commitment to providing a dynamic and creative academic environment that nurtures talent and fosters the all-round development of students. The college's vision and mission underscore its dedication to excellence in education, the cultivation of moral values, and the promotion of a sense of nationalism among its students.

In addition to academic pursuits, BSN College actively engages students in co-curricular and extra-curricular activities to enhance their overall learning experience. The college organizes cultural events, sports competitions, seminars, workshops, and community outreach programs to encourage students to explore their interests, develop leadership skills, and contribute to society.

The college boasts a well-equipped library with a vast collection of books, journals, and digital resources to support academic research and learning. The library is automated with Library Management Systems Software (DELNET), facilitating efficient access to resources and services for students and faculty members alike.

Furthermore, the college prioritizes the integration of technology into teaching and learning processes, with smart classrooms, computer labs, and high-speed internet connectivity available to support innovative pedagogical approaches. Faculty members are encouraged to utilize ICT tools and digital resources to enhance their teaching methodologies and engage students effectively.

Overall, BSN College, Sanganer, is committed to providing quality education, fostering personal and professional growth, and empowering women to become leaders and change-makers in their communities and beyond. With its student-centered approach, vibrant campus life, and dedication to continuous improvement, the college continues to uphold its legacy of excellence in education.

Concluding Remarks :

BSN College, Sanganer, embodies a commitment to academic excellence, holistic development, and societal impact. Established with a vision to nurture intellectual growth, instill moral values, and foster a culture of innovation, the college has emerged as a beacon of learning and empowerment in its community.

Through its robust infrastructure, including state-of-the-art IT facilities, well-stocked library, and modern classrooms, the college provides students with a conducive environment for intellectual exploration and academic growth. Moreover, its emphasis on continuous improvement and adaptation to emerging educational

trends ensures that students are equipped with the skills and knowledge needed to thrive in a rapidly evolving world.

The college's leadership and governance structures are deeply aligned with its vision and mission, facilitating strategic planning, stakeholder engagement, and resource allocation to drive institutional growth and development. Moreover, its commitment to transparency, accountability, and inclusivity ensures that all members of the college community are actively involved in shaping its future trajectory.

Despite facing challenges such as infrastructure optimization, curriculum relevance, and research promotion, BSN College, Sanganer, remains steadfast in its dedication to overcoming obstacles and achieving its goals. By fostering a culture of innovation, collaboration, and continuous improvement, the college is well-positioned to address these challenges and emerge as a leader in higher education.

In conclusion, BSN College, Sanganer, stands as a testament to the transformative power of education. With its unwavering commitment to academic excellence, holistic development, and societal engagement, the college continues to inspire generations of students to reach their full potential and make meaningful contributions to the world.