



वयं राष्ट्रे जागृयाम् पुरोहिताः

Govt. Girls' P.G. College, Ujjain (M.P.)

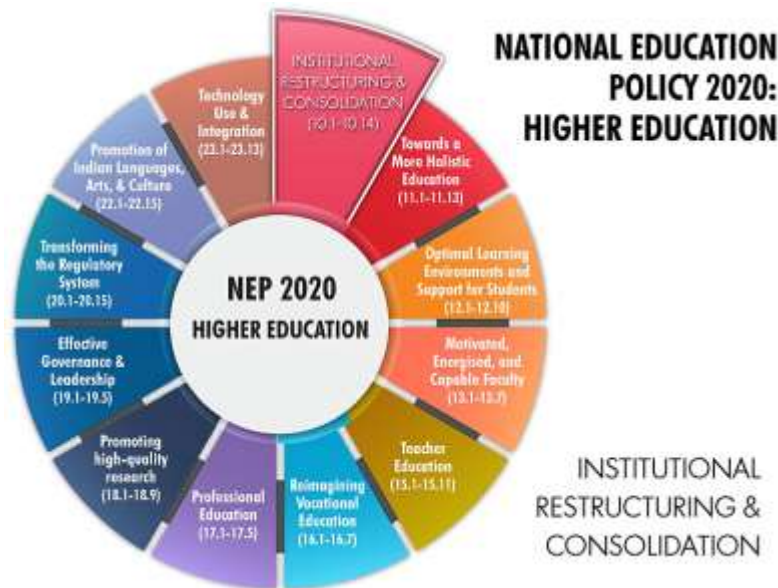
(Established in 1958)

A Centre for Excellence, "A" Graded by NAAC in Two Cycles

Affiliated to Vikram University, Ujjain



National Education Policy 2020



INSTITUTIONAL IMPLEMENTATION OF NEP 2020

INTERNAL QUALITY ASSURANCE CELL

Madhya Pradesh is one of the pioneering states to issue Order to implement National Education Policy-2020 for the Undergraduate Classes from the academic year 2021-2022. Govt. Girls PG College (Established in 1958) with its Multi Faculty canvas and a culture of quality and excellence is inherently prepared to adopt the New Education Policy with ease.

NEP 2020 IMPLEMENTATION

INTRODUCTION

Madhya Pradesh is one of the pioneering states to have implemented National Education Policy 2020 and Higher Education Department of the State adopted NEP in the year 2021-22 for the Undergraduate Classes beginning with the First Year. Govt. Girls PG College, Ujjain is a Centre for Excellence of GoMP and prepared well to do justice with NEP 2020 being a multidisciplinary institution with all the important faculties of Social Science, Humanities, Physical and Life Sciences, Commerce and Home Science serving for more than six decades with the Vision Statement

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signifying holistic empowerment of the students for the up building of a strong nation.

With the advent of NEP the institute visualizes to expand the existing diverse landscape of multidisciplinary education to wider horizons of elective choices, skill development, skill and ability enhancement, vocational education, field/research projects, internships and online/distance learning.

Contents

1. Integration of Humanities and Science
2. Innovative and Flexible Curricula
3. Multiple Entry and Exit Points
4. Multidisciplinary Research Endeavours to find Solutions to Society's Most Pressing Issues and Challenges
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8. Vocational Education and Soft Skills Development
9. Credit Structure
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12. Indian Language
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NEP 2020

COLLEGE INTRODUCTION

Establishment 1958

Vision Statement

Multi Faculty College

Arts

Science

Commerce

Home Science

Contents

NEP 2020 SALIENT FEATURES

- ❖ Four Years Course in Graduation
- ❖ Choice Based Credit System
- ❖ Student Centric Academic Flexibility
- ❖ Multidisciplinary Approach
- ❖ Multiple Entry and Exit Points
- ❖ Employment Oriented Vocational Course
- ❖ Provision on Field Project Work/Internship/Community Engagement from the First Year of Graduation to promote practical knowledge
- ❖ Inclusion of Indian Knowledge System in Curriculum
- ❖ Research Methodology and Graduation Research Dissertation/Thesis
- ❖ Opportunity to every student to study Honours Curriculum
- ❖ Promote Arts, Science, Physical Education and other Co-Curricular activities
- ❖ Develop Life Skills
- ❖ Practical Education

Structure of Graduation Course

- ❖ One major Subject
- ❖ One Minor Subject
- ❖ One Open Elective Subject
- ❖ Skill Development/Vocational Course
- ❖ Compulsory Ability Enhancement Course (Foundation Course)
- ❖ Internship/Field Project/Apprenticeship

Subjects in the Fourth Year of Graduation

- ❖ Three Major Subjects
- ❖ Research Methodology, Graduation Research Dissertation
- ❖ Internship/Field Project/Apprenticeship

1. Integration of Humanities and Science

- a. The UG and PG Programmes and the courses/subjects therein need due permission from Department of Higher Education, Govt. of Madhya Pradesh and affiliation from the affiliating Vikram University, Ujjain to be started.
 - b. The institution has four faculties of Arts, Science, Commerce and Home Science.
 - c. There are PG Departments in Hindi, Sanskrit, English, Economics, History, Political Science, Sociology, Psychology, Drawing & Painting, Music Instrumental and Vocal and UG with different combinations of these subjects including Dance and Marathi in Arts Faculty from the very early years of inception of this institute.
 - d. Conventional courses in UG Science stream include Physics, Chemistry, Zoology, Botany, Mathematics while Self-Financed courses include Pharmaceutical Chemistry, Biotechnology, Microbiology, Computer Science and Statistics.
 - e. MSc in Drug and Pharmaceutical Chemistry was introduced in the year 2016
 - f. PG in Chemistry, Botany, Zoology, Mathematics, Pharmaceutical Chemistry, Biotechnology and Computer Science were started in the year 2020-21.
 - g. It also has UG and PG in Home Science Faculty.
 - h. UG and PG in Commerce under Self-Financed system.
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- i. There are six PhD Centres in the college in Hindi, English, History, Music, Drawing and Home Science.



2. Innovative and Flexible Curricula

The institution offers credit-based model with wide ranging choice for students to opt for courses and subjects based on their aptitude, interest and career goals.

The curriculum includes five types of choices

- (1) Major
- (2) Minor
- (3) Elective Open
- (4) Foundation and
- (5) Vocational

As a core requirement of the programme the student has to choose Major and Minor subjects from the same discipline, however the Elective Course can be chosen from the same Discipline, a pool of courses or from another stream

- A. Discipline Specific Elective of the Major subject
- B. Generic Elective (an unrelated subject/discipline from another stream)
- C. From a pool of **Open Elective Courses** which includes
 - i. NCC
 - ii. NSS
 - iii. Physical Education
 - iv. Computer Application – Computer Fundamentals (SIF)
Home Science
 - v. First Aid Home Nursing
History
 - vi. Heritage Management in India
Music
 - vii. Madhya Pradesh ki Sangeet Viraasat
Mathematics
 - viii. Logic and Sets
Political Science
 - ix. Public Administration -Theory and Practice
Commerce

- x. Business Economics
- xi. Business Mathematics

Thus, the institute has chosen NCC, NSS, Physical Education, Nursing and Hygiene as electives to broaden the choice menu as well as to inculcate a spirit of community engagement, service, wellness, hygiene. It also aims at making the students aware through developing an understanding, power to critically think and reflect upon organizational structures, policies, administrative practices and emerging trends in Indian administration. College has also kept a range of choice from developing logical skills to introducing regional cultural diversity and rich Indian heritage.

There are also **Ability Enhancement Courses** which include

- (i) Ability Enhancement Compulsory Courses or Compulsory Foundation Course, which includes Yoga, Environmental education, Personality Development and Character Building Components in the syllabi so as to deliver value based education and
- (ii) Skill Enhancement Courses or Vocational Courses

Flexibility in Vocational Courses: The student can choose a Skill enhancement or Vocational Course from the options made available by the college or opt for a course available on SWAYAM. There is also a choice of continuing the same Vocational Course throughout the programme or switch over to another in the next academic session.

Further there is a provision of another choice to make from Project/Internship/Apprenticeship/Community Engagement, one of which has to be completed with the advisory support of a teacher in each academic session.

Generic Elective option can be chosen from a Discipline other than that of major subject or from a pool of interdisciplinary subjects. For example, a student with a subject of Arts as a Major subject can opt for a Science Subject as an elective option.

The institute also conducts interdisciplinary Symposia, Workshops, Exhibitions. Science stream takes up social issues, Home Science deals with subject issues through scientific approach etc.

Hence the institute has ensured the attainment of holistic and multidisciplinary education possible at every level.

3. Multiple Entry and Exit Points

Against the backdrop of NEP 2020, Madhya Pradesh Government has made amendments in Ordinance 14 (A) and 14(B) for the Undergraduate Courses as per the Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions issued by UGC, New Delhi.

This new Ordinance is for three/four Years Undergraduate Degree (Semester/CBCS) Mode.

Consequently, the provisions of this Ordinance are applicable to three Year Bachelor's degree Undergraduate Programmes ongoing in college such as Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Home Science (B.HSc.) and Bachelor of Commerce (B.Com.).

There are following multiple entry and exit points for the students in the faculty of the Major subject after passing with requisite number of Credits in each year

- (i) Entry 1 to I Year after Class 12 and Exit 1 after completion of I Year with Undergraduate Certificate
- (ii) Entry 2 to II Year Exit 2 after completion of II Year with Undergraduate Diploma
- (iii) Entry 3 to III Year Exit 3 after completion of III Year with Bachelor's Degree
- (iv) Entry 4 to IV Year Exit 4 after completion of IV Year with Bachelor's Degree (Honors/Research)

The minimum duration of the Undergraduate Programme will be Three Academic Years (maximum 6 Years) and whereas that of Undergraduate Degree leading to Honours/Research shall be of Four Academic Years (maximum 8 years).

If the student decides to leave the course anytime in the middle of the programme will retain the credits earned so far, which will be restored/transferred when she enters the programme again.

Multiple Entry and Exit Points	
First Year	Certificate
Second Year	Diploma
Third Year	Degree
Fourth Year	Bachelor with Research

4. Multidisciplinary Research Endeavours to find Solutions to Society's Most Pressing Issues and Challenges

The institution has been working in its own capacities to contribute to the attainment of Global Sustainable Development Goals and it further plans to enhance Field Projects, Community Engagement and/or Internships in areas of Quality Education, Gender Equality, Environmental Conservation, Value System, Health and Wellness, Electoral Education, Child Rights, Women Security and Empowerment, Cultural Diversity, Inclusion Ecosystem, Skill Mapping, Micro Enterprises for Employment Generation, Sustainable Cities, Climate Change, Waste Management, Energy Conservation, Indian Knowledge System etc.

5. Academic Bank of Credits

The student who leaves the course anytime in the middle of the course will retain the credits earned so far, which will be restored when she enters the programme again within the validity period. Department of Higher Education, Govt. of Madhya Pradesh and affiliating Vikram University have enabled the system of ABC.

6. Seamless Collaboration

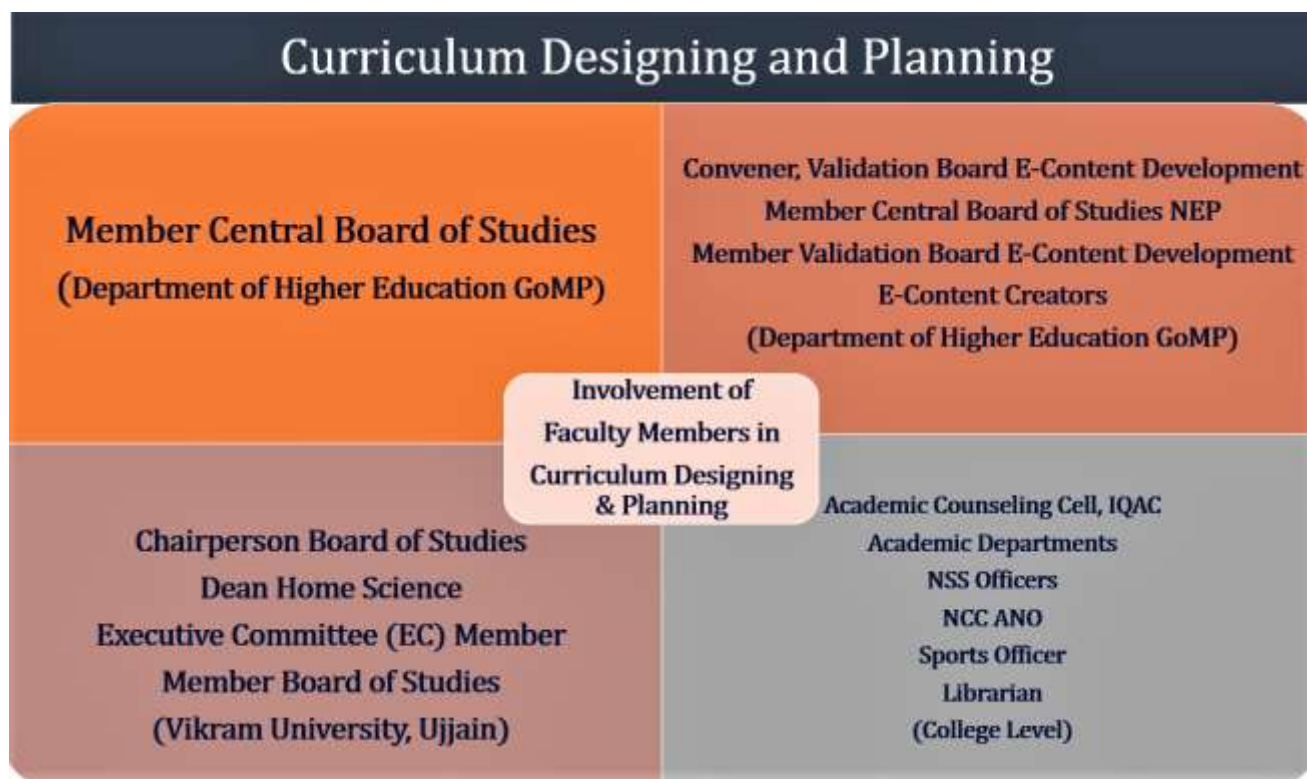
The institute has been working with highly fruitful academic and industrial collaborations for the benefit of students and teachers over a period of last six years.

S. No.	Organization/Institute	
1.	U-Connect Heartfulness	
2.	Ujjain Municipal Corporation for Swachhata Brand Ambassador	
3.	State Project Directorate, RUSA Department of Higher Education, Govt. of Madhya Pradesh	
4.	Nodal Office, Ujjain District Election Committee	
5.	M/S Azure Power Rooftop Five Pvt. Ltd.	
6.	Society of Global Cycle, Ujjain	
7.	M/S Fairline, Ujjain	
8.	MoU with Reptile Conservation and Research Centre, Ujjain	
9.	M/S Gadolinium Technologies Pvt. Ltd.	
10.	Heartfulness Education Trust	
11.	Tapan Chourey FOUNDATION	
12.	Samarpan IAS/PSC Institute for Civil Services, Ujjain	
13.	Ashwini Shodh Evam Anusandhan Sansthan, Mahidpur	
14.	Bhoj Open University, Bhopal	
15.	Neo Ma Food Industries, Ujjain	
16.	Laghu Udyog Bharti Women Unit, Ujjain	
17.	Sanchi University of Buddhist – Indic Studies, Sanchi, Raisen	
18.	Triveni Archaeological Museum, Ujjain	
19.	Sajeda Batik Art, Bhairavgarh Industry, Ujjain	

20.	Shipra Fine Art College, Ujjain	
21.	Archaeology Museum and Department of Excavation Vikram Kirti Mandir, Ujjain	
22.	Vikram University, Ujjain	
23.	Bhairavgarh Prints Industry, Ujjain	
24.	PG Tech Research Institute, Indore	
25.	Disaster Management Institute, Bhopal	
26.	Forest Department, Ujjain	
27.	Jiwaji Observatory, Ujjain	
28.	Indian Association of Physics Teachers	
29.	Maharishi Sandipani Rashtriya Ved Vidya Pratishthan	
30.	Northern India Coaldfields Ltd., Singrauli	
31.	Women and Child Development Department	
32.	Sanchi Milk Plant, Ujjain	
33.	Manovikas College of Special Education, Ujjain	
34.	Prem Sagar School of Special Education, Ujjain	
35.	Roopantaran Samajik evam Jankalyan Sanstha, Ujjain	
36.	Madhya Pradesh Institute of Social Science Research, Ujjain, An Autonomous Institute of ICSSR, New Delhi	
37.	National Digital Library of India (NDLI)	
38.	Maulana Azad National Institute of Technology, Bhopal	

7. Designing Own Curricular and Pedagogical Approaches

Teachers have been designing curricula and pedagogical approaches for the Add On or Value Added Courses. Innovative Experiential Learning Pedagogies have been designed by faculties of all streams for about a decade. Departments have been designing pedagogical approaches, assignments and assessments in tune with the Academic Counseling Cell of IQAC within the approved framework. The faculty of the college are the Chairpersons/Members of the Validation Boards, Central Boards of Studies of EContent of NEP 2020. They have received trainings and have extensively prepared Curricula, reading material, E Content, text books etc. and designed their pedagogical approaches for NEP 2020 within the framework approved by DHE, GoMP.



8. Vocational Education and Soft Skills Development

Institute has been organizing Add On/Value Added and Certificate Courses for the last many years on various areas like:

Eco Friendly Ganesh Idol Making

Deep Decoration

Karve Making

Mehandi Design

Alpana Designing

Sanja Making

Apparel Designing and Tailoring

Soft Toy Making

Batik Printing

Block Printing

Tie and Dye Printing

Lamp Shade and Lantern Making

Herbal Products Preparation

Wall Hangings Making

Seed Ball Making

Adulteration Tests

Soil Testing

Water Quality Testing

QR Codes Preparation for Plants

Other Art and Craft Items Preparation

Food Items Preparation

Baking etc.

Under NEP 2020 introduction of Vocational Courses in college has enhanced this canvas of skill development.

These include:

**Organic Farming; Beauty and Wellness;
Nutrition and Dietetics;
Personality Development;
Finance Services and Insurance or
SWAYAM courses**

These are well entwined into mainstream curricula of Botany, Home Science, Psychology, Commerce and Economics etc.

Total 12 Credits (4 credits each in Semester 3,4 and 5) are needed in Vocational Course which offers flexibility of being inter changed with the compulsion of taking at least one.

9. Credit Structure

Proposed Structure: UG Programme

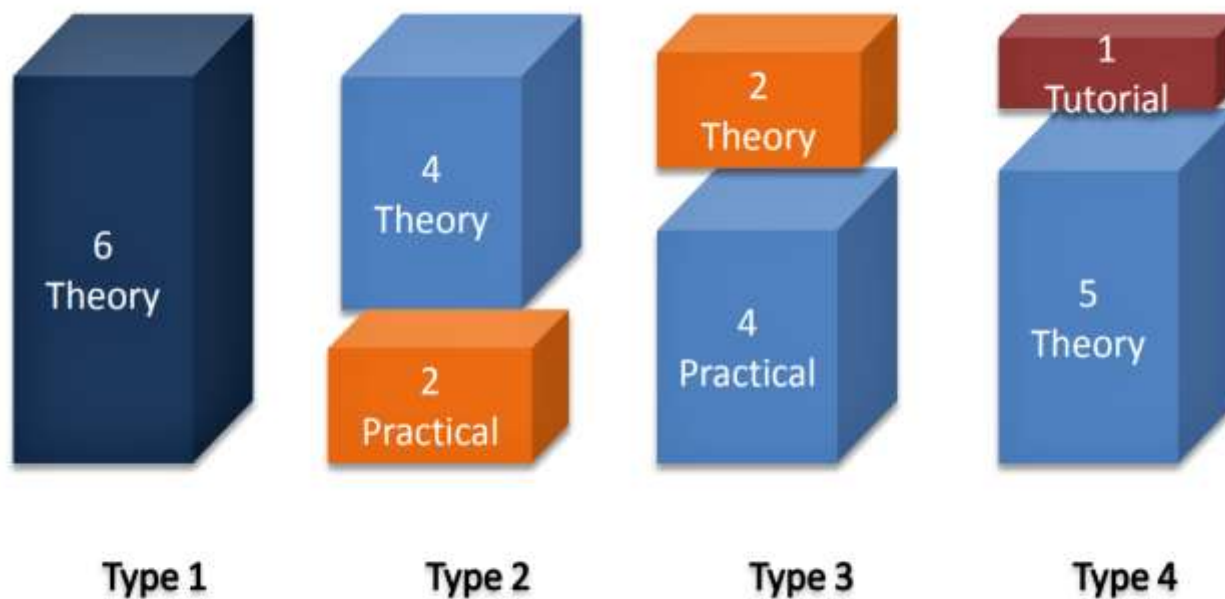
Year	Own Faculty		Any Faculty	Skill Enhancement Course	Ability Enhancement Course (AEC)	Field projects/internship/ apprenticeship/community engagement and service	Credits		Qualification title (Credit requirement)
	Subject I	Subject II	Subject III	Vocational Course	Foundation Course	Inter /Intra Faculty related to main Subject	Credit Distribution	Total Credits per year	
Level 5 1	2 (12 credits) 6 credit each	1 (06 credits)	1 (06 credits)	1 (4Credits)	2 (8Credits) 4 credit each	1 (4Credits)	12 + 6 + 6 4+6+4	40	(40) Undergraduate Certificate in Faculty
Level 6 2	2 (12 credits) 6 credit each	1 (06 credits)	1 (06 credits)	1 (4Credits)	2 (8Credits) 4 credit each	1 (4Credits)	12 + 6 + 6 4+6+4	40	(80) Undergraduate Diploma in Faculty
Level 7 3	2 (12 credits) 6 credit each DSE	1 (06 credits)	1 (06 credits)	1 (4Credits)	2 (8Credits) 4 credit each	1 (4Credits)	12 + 6 + 6 4+6+4	40	(120) Bachelor in Faculty
Level 8 4	3 (18 credits) 6 credit each	1 Research Methodology (6credits) 1 (4Credits) Undergraduate Thesis	मुख्य विषय (Major) के अतिरिक्त गौण विषय (Minor)/ वैकल्पिक विषय (Open Elective Course) में स्नातकोत्तर करने के लिये विद्यार्थी को तृतीय वर्ष में आधार पाठ्यक्रम के स्थान पर Subject Related Project & SRP का चयन कर 8 क्रेडिट अर्जित करने होंगे।			1 (12Credits) (8+6) Internship/apprenticeship related to main Subject	18+6 +4+12	40	(160) Bachelor (Honours/ Research) in faculty
Total	54Credits	28 Credits	18 Credits	12Credits	34 Credits	24 Credits		160 Credits	

Academic Structure

Major Subject	54 Credits
Minor Subject	28 Credits
Elective Option	18 Credits
Vocational Course	12 Credits
Foundation Course	24 Credits
Field Project/Internship/ Apprenticeship/Community Engagement	24 Credits
Total Credits	160 Credits

First Year	40	Certificate
Second Year	40	Diploma
Third Year	40	Degree
Fourth Year	40	Bachelor with Research
Total Credits 160		

Credit Course Structure: Graduation Programme



10. Integration of Indian Knowledge System

Indian Knowledge System is an inherent part of the curricula in the institute and it has further enhanced the integration of IKS, Indian Arts, Indian Culture and Traditions in the curriculum delivery. Some of the continuing and new initiatives of the institute to integrate IKS in the curriculum planning and delivery are as follows:

- ❖ Contribution of Scientists in the Curricula of Science
- ❖ Indian Economists and their Growth Models
- ❖ Art Gallery in History, Heritage Festival and Exhibitions on Indian Currencies and Freedom Struggle weapons in Offline mode.
- ❖ Value Based E Mentoring Series "Sanskar Setu" on *Hamari Sanskriti Hamare Sanskar* First Lecture on "Indian Knowledge Tradition for Modern Youth" Resource Person Ashutosh Singh Thakur Director, Young Thinkers Forum, Founder Member, Tooryanaaad and Recipient, National Leadership Award by Home Minister of India, 2018
- ❖ Several Events organized to celebrate 70th Year of Independence with "Zara Yaad Karo Qurbaani"
- ❖ Several events organized to celebrate 75th year with "Azadi ka Amrit Mahotsav"
- ❖ Educational Visits to renowned Museums, Research Centres, Temples, Stupas, Planetarium, Ancient

Observatories, Ayurveda Fairs etc. by students

- ❖ Vedic Maths sessions
- ❖ Yoga Training Courses
- ❖ MoU with Sanchi University of Buddhist Indic Studies

INDIAN ARTS

- ❖ Painting, Sculpture Making, Pottery making, clay modelling in Drawing Department
- ❖ Bengal, Gandhar and Mughal Schools of Art.
- ❖ Madhubani and Rajasthani styles of paintings
- ❖ Textile Arts in Home Science Department (Batik and Block Printing, Tie and Dye etc.)
- ❖ Art and Craft items making in Home Science and Drawing Departments
- ❖ Art and Architecture in History PG and Research Centre
- ❖ Research on Indian Art in Research Centres of Music, Drawing and Home Science Departments
- ❖ Add On and Value Added Courses

INDIAN CULTURE AND TRADITIONS:

- ❖ History of Indian Culture in History Department
- ❖ Learning and performing Classical, Semi Classical and Folk Music in Music Department (Vocal and Instrumental)
- ❖ Learning and performing Classical and Folk Dances in Dance Department
- ❖ Workshops, Seminars and Research on Indian culture in Music and Dance Department
- ❖ Training Workshops on Traditional Mandana, Sanja, Gond Kala Rangoli, etc. and exhibitions in Drawing Department
- ❖ Extensive celebration of Rakhi, Karva Chauth, gifting of Tulsi plants to guests, Hariyali Mahotsav, Ganesh Chaturthi Saraswati Pujan (daily and at the start of every event) etc.
- ❖ Celebration of Guru Purnima
- ❖ Add On and Value Added Courses
- ❖ Celebration of Interdepartmental BASANTOTSAV

11. Indian Language

The institution provides classroom delivery in bilingual mode using English and Hindi

Courses taught in Indian languages and bilingually in the institution.

BA, BSc, BHSc and BCom, MA, MSc. MCom and MHSc

Some of the efforts of the institution to preserve and promote the Indian languages are:

- ❖ The institution has a Post Graduate Department in Sanskrit and the Head is a PhD Guide promoting research in the subject
- ❖ Drama, Shlok Paath Competition, participation of faculty and students in All India Kalidas Samaroh (Academic and Research Sessions in Sanskrit and Hindi)
- ❖ A Micro Research Project done in Hindi Department on a classical language work

12. Outcome Based Education

The Academic Counseling Cell of IQAC uses a taxonomy to classify curriculum and learning outcomes. Subject wise Programme/Course Outcomes have been designed by each Department which further are used to make Departmental Outcome Based Academic Planners.

- Student centric teaching methodology using Experiential methods, Problem Solving techniques and participative learning techniques are extensively used to capture learning outcomes.
- Attainment of Graduate Outcomes is assessed in relation to Course Outcomes.
- Assessment of the Course Specific attainment of the Learning Outcomes is done using variety of Modes in Internal Exams.
- IQAC also uses a Course Exit Survey to assess the self-appraisal of students on the attainment level of POs/COS/Learning Outcomes.
- Feedback of different stakeholders is used to assess the attainment of graduate/learning outcomes

Pedagogy including Experiential Methods and Participative Learning has been the best practice of college for about a decade which has helped in assessing Course outcomes directly. Although the system of classifying outcomes and assessment methods has been made more structured gradually with time.

13. Distance/Online/Blended Education

Smart Classes, use of interactive boards, Bio visualizers, Electric Lecterns, Multimedia Projectors, have always been a part of ICT based Teaching Learning Pedagogy. Post COVID the use of online platforms like Google Meet, Google Classrooms, Zoom, CISCO Webex, and Stream Yard for Live streaming on YouTube have been extensively adopted. Number of Webinars, E Workshops, Virtual Events, and Online Lectures and Online FDPs have been organized for the benefit of the students, faculty and larger target groups. The teachers have prepared Audio Notes, Lecture Videos, PPTs and other E-Content for Flipped Classes and classes in blended mode have become a part of the pedagogy.

On campus and Blended Mode have been used to deliver vocational education. ODL is offered through options in SWAYAM

Long Distance involvement of alumni and Experts has been ensured through Videos or online lectures/workshops.

IQAC conducted and facilitated several Webinars to enrich curriculum.

IQAC has also collected feedback in an online mode

Assessment System too involves online methods

Conducting of Training Workshops by Drawing, Music, Home Science Departments and IQAC in blended mode successfully has opened up the possibilities of offering vocational courses in ODL mode.

College is a Nodal Centre of Madhya Pradesh Bhoj Open University

College is a Nodal Centre of Virtual Labs of IIT, New Delhi.

College is a Nodal Centre of Bachelor of Social Welfare and Master of Social Welfare under Chief Minister's Community Leadership Development Programme of Mahatma Gandhi Chitrakoot Gramodaya University

Chief Minister Community Leadership Development Programme

CMCLDP

Implemented by

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya

Chitrakoot Satna

The BSW (Community Leadership) Course is a three year degree course offered by Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya. The course was initiated on occasion of Silver Jubilee Foundation Day (Feb. 12, 2015) of the University. Primarily University took up the conduction of BSW programme with training of Mentors.

Objectives : The course has been carefully planned keeping in view...

- The manpower needs of the development sector.
- Ability to find suitable job placements in various schemes and programmes of development sector like Livelihood, Agriculture, Health, Nutrition and Child development, Panchayat and Social protection, Education and Water & Sanitation.
- Besides above they can also start their own NGOs or find employability in already established NGOs.

Salient Features : Compared with many other degree courses this course is a

- Unique and innovative course.
- Government sponsored course.
- Developing strong leadership, communication, and legal literacy skills in the students so that they can become not only agents of social change but also ensure effective implementation of the various schemes of development.
- Student can study at his/her own chosen town and not required to attend regular classes.

- **Indigenously prepared self-instructional print materials will be provided.**
- **Each student will have the opportunity of learning through working in the field situation under an experienced and qualified mentor.**
- **Regular contact classes as well as written assignments are important features of the programme.**
- **Availability of counselors whenever students need any clarification or need more information on a subject.**
- **Ample job opportunities after completion of the course in Development Sector.**

In 2022-23 40 candidates are pursuing BSW and 30 candidates are enrolled in MSW