



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SATYA NARAYAN AGARWAL GOVERNMENT ARTS  
AND COMMERCE COLLEGE. KOHKA-NEORA**

**SATYA NARAYAN AGARWAL GOVERNMENT ARTS AND COMMERCE  
COLLEGE, KOHKA, POST - TILDA-NEORA, DIST - RAIPUR**

**493114**

**<http://gdckohka.ac.in>**

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**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Satya Narayan Agarwal Government Arts and Commerce College, Kohka, Tilda-Neora was established by the State Government with the large contributions from the renowned philanthropist Late Mr. Satya Narayan Agarwal and some 34 other responsible citizens of a small town Neora in September 14, 1984 in village Kohka, which is about two Kilometers from Neora town, three and a half Kilometers from Tilda - Neora Railway Station and nearly fifty Kilometers from the Chhattisgarh State Capital Raipur. At present Neora is the Tehsil headquarter that comes under Raipur district administration.

It is a Government College, recognized by the UGC, and is affiliated to Pt. Ravishankar Shukla University, Raipur (C.G.). Apart from the green surroundings, the College has a newly constructed Science Block, a vast playground, equipped laboratories and facilities for differently abled people. The Institute has a staff of twenty-three—teaching 14, and non-teaching 09—who are associated with the noble thought of imparting knowledge and information to the students of rural areas. This Institute is not limited to imparting education alone, it serves valuable and greater purposes. The main focus of the Institute is on the overall development of the students through various activities such as literacy, cultural, sports and social awareness.

### Vision

Our Vision -

To Felicitate the students coming from the rural background in a way that they are not stressed due to any environmental change. To provide quality education to the students and motivate them for making positive contribution to the society, to the nation. To execute all the activities related to the students with the signature line of the Institute: **"come to learn and go to serve"**.

### Mission

Institution has indentified its mission :

- Amalgamation of Urban aspiration and Rural zeal.
- To impart curriculum based education for successful completion of various programs.
- Adopting more modern methods of classroom teaching, including audio-visual methods and e-classrooms, to attract students.
- To encourage the students for achieving academic excellence.
- To empower the students for becoming competent professionals, disciplined leader, as well as good human beings.
- To make every possible effort for infrastructural development.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

## **Institutional Strength**

- Green and clean campus.
- Efficient and dedicated faculty.
- Most of the activities—curricular and extra-curricular—are carried out according to the Academic Calendar made for the Institute.
- A number of students have secured, and one securing place in the merit list of the University.
- Many students mark their presence in the games and sports. They not only participate but are consistent achievers in the Sector, State, East Zone Inter-University, and All India Inter-University level competitions.
- The boy students of SC (Scheduled Castes) and ST (Schedule Tribes) categories, and girl students of all categories, avail the benefits of fee concession during admission.
- Many students of OBC (Other Backward Class), SC, ST Categories, and BPL (Below Poverty Line) students of all categories receive scholarship either from State Government or from Central Government up to the completion of their courses.
- Selected students, who pass their Higher Secondary or Twelfth Standard Exam with flying colors, get scholarship from the State/Central Government.
- The Institute maintains a big library with near about 20,000 books, journals, magazines and daily newspapers. The system of departmental libraries is also in the function for the students of Post-Graduate programs.
- The leadership qualities among the students are developed through the process of formation of student union (Presently it is on the merit basis).
- The CCTV cameras are safety measures which installed in the College premises.
- An N.S.S. Unit comprising 100 volunteers is fully operational to inculcate the students with the sense of social responsibility.

## **Institutional Weakness**

- As the Institute is affiliated to Pt. Ravishankar Shukla University, Raipur Chhattisgarh, it cannot make any changes in the University prescribed syllabus.
- High vacancy of faculty positions, high dependency on contractual faculty.
- In Undergraduate classes, the teacher-students ratio is very high in subjects like Hindi, English, Chemistry, Sociology and Political Science.
- Lack of funds does not permit to make provisions for additional facilities, depends on Govt. fund.
- Placement agencies do not prefer this College for its being inability to impart any skill.
- Lack of hostel facility in the premises also affects the education of this area.
- Research activity is not amply pursued because of over workload on faculties.

## **Institutional Opportunity**

- The Institute offers a great opportunity for overall improvement of OBC, SC, and ST students, who constitute 80-90% of the total enrolment.
- To enhance employability among the students by starting new courses as three Cement Plants and two Power Plants are functioning in the vicinity of 30 KMs.
- To establish the Institute as the Research Centre of Pt. Ravishankar Shukla University, Raipur.
- To sensitize and encourage the students for waste management and green campus.

## **Institutional Challenge**

- Poor educational quality of students coming from schools.
- Making provisions for talented students of the rural areas, due to their background and low confidence.
- Slow administrative response to proposals for improvement.
- Improving the pass percentage up to 100%.
- Exploring the linkage between jobs and degrees.
- Striving for persuasion of the students to have proper balance between human position and technological contraptions such as mobile, tablets, laptops etc.
- Using the best endeavours for e-governance in the College.
- Maintaining the infrastructure with limited financial resources.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Satya Narayan Agarwal Govt. Arts and Commerce College Kohka - Neora is affiliated to Pt. Ravishankar Shukla University Raipur and it, therefore, follows the curriculum developed by the University. Principal and some faculty members of the College make suggestions and assist in curriculum designing and development as they are either the chairpersons or the members of the Board of Studies in different departments of the University, or the other Autonomous Colleges. Each department of the Institute strives for an effectual implementation of the syllabus. Like University, the College prepares its own Academic calendar and makes efforts to carry out its planning. Various modes of instruction such as projects, presentations, and seminars etc. are organized by the departments. All Undergraduate first year students prepare 'Field Work' for a compulsory paper Environmental Studies. They also learn about Human Rights as it is the part of this compulsory paper. The Institute provides extra classes to the students who are poor in specific subjects. It is very supportive to the learners with physical impairment who also get weightage during their admission. The students play a major role in the feedback system of the College regarding curriculum. After making sincere analysis of the feedback received from the students, the Institute communicates the important suggestions to the University for making essential changes in design and development of the curriculum.

### **Teaching-learning and Evaluation**

In admission for various programs the Institute follows all the educational norms of Chhattisgarh government. The process of admission and eligibility for programs are specifically mentioned in the Prospectus of the Institute. The office of the College carefully maintains the information related to each admitted student of the particular academic session.

Teaching-learning process is executed by the faculty members to foster all-round development of the students. The teachers encourage the learners through interactive and participative learning. Practicals, projects, quiz, debates, presentations are also conducted for better understanding of the subjects.

Some of the teachers are frequently use ICT resources to make their teaching more effective and significant. In order to exploit the full potential of the students, the faculty members arrange transparent Unit tests and Half-yearly exams. The Institute provides the best possible opportunities to the faculty to turn them as more

competent teachers. Students Mentor Committee offers counseling to all needy students of the College. Moreover, the Institute maintains a good reputation for conducting fair examination of the University.

### **Research, Innovations and Extension**

The research activities are always encouraged by the Institution. The Institute is very supportive to the teachers for participating in Conferences, Seminars, and Workshops in different subjects. A number of research papers have been published by the faculty members in the Research Journals of repute. Field visits are also encouraged by the departments to make the students aware of the practical application of the knowledge. More than 50% of the faculty members have been awarded Ph.D. so far. The Institute believes in promoting the students for other social activities – N.S.S., Cleanliness, Saving the environment, Voter awareness program, Sickle-cell anemia detection and prevention program, Programs for gender issues and the like.

### **Infrastructure and Learning Resources**

The Institute owns twenty acres land with a vast playground. A long green strip of plants and trees surrounds the building from all four sides. The Institution manages to have sufficient numbers of airy and naturally lighted classrooms.

It has a newly constructed and separate Science Block with specious laboratories. A big library with almost twenty thousand books, a smart class or seminar hall, facilities for physical fitness, and a canteen are available to create a good environment for academic and physical well being of the students. The facilities for Girls Common Room with attached toilet and ramp and a separate toilet for Divyang students are here in the College. Apart from space for indoor games like chess, carom, and table tennis, the Institute also maintains badminton and Volleyball outdoor courts. The administration organizes meetings with the Public Participation Committee of the College to furnish the requirements of infrastructure, science equipments, and chemical reagents for laboratories from time to time.

### **Student Support and Progression**

Institute provides necessary support to the students for their admission, academic, health care, literacy and cultural activities. They get essential information in 'Information Brochure'/Prospectus published by the college and 'Help Desk' especially meant for them. Meritorious students and all students from SC/ST background are assisted to obtain scholarship. In order to ensure their multifaceted development the Institute focuses on career counseling, personal counseling, sports, and special classes for competitive examinations. Certain mechanisms like Student Union Cell, Scholarship and Student Welfare Committee, Grievance Redressal Cell, Youth and Skill Development Cell, Committee for SC/ST/OBC students, Differently Abled Students Provision Committee, Anti-Ragging Committee and Anti-Sexual Harassment Committee – are maintained for the benefit of the students. An Alumni Association plays a functional role for the Institutional development and betterment of the students. The Institute is also concerned about the higher studies of the students and their placement.

### **Governance, Leadership and Management**

The administration functions according to the vision and mission of the Institution. Different committees are

formed for smooth functioning of administrative arrangement giving due representation to teaching and non-teaching staff. The objectives of implementation are achieved through making strategies for participatory system. The Institute follows the mode of e-governance in planning, admission, finance, and accounts. Internal Audit Committee of the College ensures transparency in all the financial activities. The process of external audit is timely managed by the Department of Higher Education and Office of the A.G. Chhattisgarh, Raipur. A complete transparency is maintained in appointing the Guest faculty on the contractual basis. It is also seen while recruiting the other staff with the fund provided by the public participation committee of the Institute. The administration offers remuneration to the experts and resource persons for delivering lectures or giving information to the students.

The Institute motivates the faculty members to participate in the professional development programs. The IQAC ensures to create effective teaching-learning environment. It organizes the classes for competitive exams and helps analyzing the feedback received from the students and other stakeholders.

### **Institutional Values and Best Practices**

The Institute manages Equal Opportunity cell in order to promote equality between the boy and the girl students. A separate Girls Common Room Committee is constituted to care for their rights and requirements. The Institute maintains a green surrounding along with a garden of medicinal plants. It encourages to arrange the programs like tree plantation, drive for cleanliness, under the N.S.S. Unit. Green Audit committee and Energy Audit cell are formed to strengthen the awareness of environmental concern. The Institute maintains a ramp and toilet for Divyang students. Yoga day, birth and death anniversaries of reputed personalities, Independence and Republic day are organized to inculcate the values of truth, peace, unity, and brotherhood into the students. The department of Botany has attempted to label the trees with their common and scientific names for the benefit of the students within the campus. It also manages some medicinal plants for academic purpose.

The system of rain water harvesting is functional in Science Block of the building. The Institute has taken initiatives to develop compost fertilizer under the waste management scheme.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SATYA NARAYAN AGARWAL GOVERNMENT ARTS AND COMMERCE COLLEGE. KOHKA-NEORA
Address	Satya Narayan Agarwal Government Arts and Commerce College, Kohka, Post - Tilda-Neora, Dist - Raipur
City	Tilda
State	Chhattisgarh
Pin	493114
Website	<a href="http://gdckohka.ac.in">http://gdckohka.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shailja Nigam	07721-233939	7587109475	-	gdc.kohka@gmail. com
IQAC / CIQA coordinator	Rakesh Derhgawen	-	9406087573	-	rakeshderhgawen @gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

### Establishment Details

Date of establishment of the college	14-09-1984
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**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Chhattisgarh	Pt. Ravishankar Shukla University	<a href="#">View Document</a>

### Details of UGC recognition

Under Section	Date	View Document
2f of UGC	14-02-1992	<a href="#">View Document</a>
12B of UGC	14-02-1992	<a href="#">View Document</a>

### 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				

### Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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### 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	Satya Narayan Agarwal Government Arts and Commerce College, Kohka, Post - Tilda-Neora, Dist - Raipur	Semi-urban	20	12140.56

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics Mathematics Chemistry	36	Higher Secondary	Hindi	150	129
UG	BCom,Com merce	36	Higher Secondary	Hindi	240	223
UG	BSc,Botany Zoology Chemistry	36	Higher Secondary	Hindi	150	150
UG	BA,Hindi Literature History Economics	36	Higher Secondary	Hindi	360	3
UG	BA,Economi cs Hindi Literature Political Science	36	Higher Secondary	Hindi	360	26
UG	BA,Political Science History Hindi Literature	36	Higher Secondary	Hindi	360	11
UG	BA,Sociolog y Hindi Literature	36	Higher Secondary	Hindi	360	20

	Economics					
UG	BA,History Economics Political Science	36	Higher Secondary	Hindi	360	4
UG	BA,Hindi Literature Political Science Sociology	36	Higher Secondary	Hindi	360	229
UG	BA,Economi cs Sociology History	36	Higher Secondary	Hindi	360	1
UG	BA,Political Science History Sociology	36	Higher Secondary	Hindi	360	20
UG	BA,Sociolog y Economics Political Science	36	Higher Secondary	Hindi	360	28
PG	MA,Hindi	24	Graduation	Hindi	60	51
PG	MCom,Com merce	24	Graduation	Hindi	60	24
PG	MA,Econom ics	24	Graduation	Hindi	60	18
PG	MA,Political Science	24	Graduation	Hindi	20	8
PG	MA,Sociolo gy	24	Graduation	Hindi	20	20

#### 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	2				0				18			
Recruited	1	1	0	2	0	0	0	0	5	7	0	12
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	7	1	0	8
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	2	0	0	2
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	2	3	0	7
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	1	2	0	3

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	238	0	0	0	238
	Female	626	0	0	0	626
	Others	0	0	0	0	0
PG	Male	25	0	0	0	25
	Female	96	0	0	0	96
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	53	48	58	46
	Female	81	86	104	100
	Others	0	0	0	0
ST	Male	12	9	10	12
	Female	14	12	13	14
	Others	0	0	0	0
OBC	Male	182	195	196	155
	Female	403	448	465	471
	Others	0	0	0	0
General	Male	29	26	20	23
	Female	56	77	60	72
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		830	901	926	893

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
191	173	173	173	173
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	6	6	6

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
985	893	926	901	830
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
430	390	390	390	390

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
340	277	328	296	267
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	18	18	17	15
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	18	18	18	18
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls



**Response: 22**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.59301	9.20562	12.57024	18.38406	14.11046

**4.3**

**Number of Computers**

**Response: 2**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

The Institution runs the curriculum prescribed by Pt.Ravishankar Shukla University Raipur, Chhattisgarh. The university also provides academic calendar before the commencement of each session for implementation of academic and other activities of the Institute. Besides this, the Institute offers a yearly action plan after discussing with the departmental heads and faculty members for effective execution of the curriculum. Both the traditional teaching methods and the other modes like projects, presentations, and seminars are incorporated in teaching of the students. The students, especially of science stream are encouraged to make power point presentation for proper understanding of the allotted topics. In order to accomplish the curriculum in due course, the Institute utilizes the services of guest lecturers who are engaged by the rules and regulations of UGC. The public participation committee of the Institute also recommends the appointment of Janbhagidari teachers to alleviate the excess teaching load and to complete the curriculum in stipulated time. The exam cell regularly supervises the unit tests and half yearly exam after completion of the specific portion of the syllabus. The continual assessment for PG courses is carried out covering the particular part of the curriculum. The Institute makes every effort to improve knowledge of the students who reflect different learning capabilities. Equal educational opportunities are given to all the students of the college. The faculties are encouraged to participate in various workshops, refresher and orientation programs for evolving their efficiencies and impactful curriculum delivery. The Institute manages computers, projectors and smart class to ensure the implementation of curriculum. It provides Teacher's diary to the teachers to help them plan and execute this process successfully. Through the field work included in the compulsory paper Environmental Studies and Human Right of first year graduation program, the students are made to develop practical insight into the curriculum. The practical aspect of learning also support them in selecting good job opportunities. According to the requirement of the syllabus, the laboratories are also upgraded from time to time. The opinions of the students received through the feedback are conveyed to the university after ample analysis for making changes in the curriculum. The Institute also organizes extra-curricular activities like literary, cultural and sports for overall growth of the learners.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

##### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

##### Response:

The Institution is affiliated with Pt. Ravishankar Shukla University Raipur, which provides the academic calendar before the beginning of each academic session. For the process of admission the Institute stringently follows the guiding principles laid down by the Department of Higher Education of the State Government. Admission process is always transparent and performed within the time frame allotted by the university through its academic calendar. The Institution also manages to follow the schedule of university in forming the Students Union of the college whether it is done by the system of election or by nomination and its oath taking proceedings. Apart from this, the Institution prepares its own yearly college academic calendar for efficient functioning of various programs in the college. It makes effort to conduct activities like plantation, cultural programs, sports competitions, arrangement of N.S.S. camp, annual function, prize distribution etc. according to the calendar.

The Institute arranges exams such as supplementary exam, and annual exam of the university in accordance with the dates as shown in the calendar. The faculty members of different subjects arrange unit tests in their subjects to check the learning capacity and progress of the students in relevant subjects. The Institute arranges half yearly exam for the students so that they may know their flaws and prepare well for their university exams. In order to make the students aware of their mistakes, the examined copies are also shown to the students for their better performance in the coming examination. The students of PG programs go through the process of internal evaluation in their each semester. The Institute maintains the record of their marks obtained in these evaluation processes and periodic exercises.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective**

course system has been implemented

Response: 0

#### 1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

##### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>

#### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human

## Values ,Environment and Sustainability into the Curriculum

### Response:

Some other essential aspects of day-to-day life like matter of gender equality, environmental concern, human values and professional ethics are applied into the curriculum. Though the curriculum is shaped by the university alone, some faculty members of the Institution play an important role in decision-making process of curriculum design. Being the chairperson and the members of the Board of studies of various subjects, they offer their valuable suggestions to the university regarding these cross cutting issues. The gender issues such as the dowry system, violence against women, rules of marriage, exploitation through surrogacy, equal access to resources and opportunities regardless of gender, and policies for women empowerment find adequate space in Sociology curriculum. The curriculum of Commerce that provides the knowledge of accountancy, income tax, business law, and some other relevant subjects, helps to increase the students' future employability. The human values such as acceptance, consideration, affection, assistance, and feelings of love towards other human beings are incorporated in the university curriculum of M.A. Hindi Third Semester. There is a compulsory paper “Environmental Studies and Human Rights” at UG level which helps to create an awareness among the students about ecosystem, bio-diversity, deforestation, natural calamities, and the effect of global warming. The students also learn about human rights and moral principles that are beneficial to develop a sense of social responsibility outside the classroom.

The vigilance, discipline and anti-ragging committee of the Institute believes in promoting the moral values among the students. The differently abled students provision committee that is set up to look into the problems of divyang students admitted in the Institution, tries to solve their problems in effective ways. Apart from this, the college organizes various awareness programs wherein experts are invited to deliver their lecture and share their experience with the students. The unit of N.S.S. (National Services Scheme) helps to inculcate the spirit of nationalism, disciplinary and human values into the learners. It helps to make them sensitive towards the problems of society.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.27

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 28.93

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 285

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

Response: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>

### 1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken

**3.Feedback collected and analysed**

**4.Feedback collected**

**5. Feedback not collected**

**Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 83.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
985	893	926	901	830

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

2020-21	2019-20	2018-19	2017-18	2016-17
1120	1080	1080	1080	1080

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 86.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
357	343	356	324	331

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)



## 2.2 Catering to Student Diversity

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

**Response:**

Admissions in the College are guided by the directives from the state government and the affiliating University. The institute strictly follows merit as the basis of admission. This *merit* is judged by the marks scored in the qualifying examination.

This in itself is a sufficient yardstick to assess the academic acumen of incumbent students. Still, in order to judge the real capability, teachers follow their experience and very informal methods. Periodic internal examinations help identify the weaker students.

Even as no thick line of distinction can be, and is, drawn between *strong* and *weak* students, the teachers do keep a tab on the slow learners. The task is to pull the slow-learner up rather than slowing down the class lest the fast learners lose. Our teachers are capable, and experienced, enough to walk the tight rope.

A very common method adopted by the faculty here is to give notes on the answer sheets of the students in the periodic exams. They clearly write what was good, and what not-so-good in their answers, and how to improve.

It is not surprising therefore that the result outcome of this college in the annual university examinations, is much better than the University average. The first years in colleges are considered slaughter houses as many students fail to make it to the next higher class simply because they do not know and understand the difference between the requirement and purpose of school education and higher education. Having identified the problem, the faculty addresses to it at the very outset.

Slow learners are made to feel that they are not suffering from any handicap. They are encouraged to ask, and ask repeatedly. In-class comparison has never been a practice in this college. At times, teachers underscore that scoring in an examination is not the goal, learning is. And learning would be beneficial in competitive examinations and in real life. This reduces an unseen pressure on the slow-learners and they start believing in themselves.

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

**Response:** 58:1

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

#### Response:

Participative learning is by far one of the most effective and easy method of both teaching and of learning. Having understood and recognised that, the faculty invariably resorts to it during the classroom teaching. Very frequently, questions are dropped in the class and the students are asked to find its answer. At times, it converts into an *impromptu* seminar.

Extra-curricular activities include debates, declamation, *ex tempore* speech and at times, quiz. They are organised under various in-house aegis including some special *days*, or as part of the college annual function. The winners are well awarded. This not only serves as a boost and motivation for participation, in the long run this addresses to the real purpose – participative learning.

Students of science faculty, particularly of Biology group, have a botanical garden of their own. The whole garden has been created by the students themselves. The students contribute plants of their own choice in the garden, but are required to come up with the complete taxonomy of the plant concerned in writing. They are further suggested to arrange the plants as per the taxonomic specifications.

The college has a healthy practice of posting weekly wall magazine. Students submit their write-ups – literary, informative, fictional or anything of their choice worth publishing, are posted in this wall magazine. In order to make them understand the value of serious and mature writing, the write-ups are *edited*, that is, they are scrutinised by a dedicated editor, and then published with name and class of the student-authors displayed. Such has been the response to this wall magazine that since the very beginning, its frequency had to be made weekly.

In the Faculty of Social Sciences and Humanities, current affairs are frequently discussed. Issues coming up through latest news in the media, mostly the print media, are discussed. Students are encouraged to discuss the problem, and then come up with solutions. The purpose is not to arrive at a conclusion, but to let the students *think*. In the process, they understand that *unanimity* is not what knowledge means. They understand that opinions differ and that the differences need to be honoured.

Since our students come from the rural background and have the local language, Chhattisgarhi, as their main communicative language, they have more or less a poor hold on Hindi, and very poor in English. The faculties of linguistics have tough time to improve it. This issue is addressed by making students read chapters from books, discussing a chapter, story, poem, or play/drama from the curriculum.

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

As mentioned time and again, our College has a rural ambience. The students coming from villages, as

they are, they are more familiar with the traditional Chalk-and-Board teaching method. The fact remains that ICT enabled teaching is fast. While students are busy grasping the first screen, it goes off. In Chalk-and-Board, they go along with the teacher.

Secondly, being a government college, our major source of funding is government and all transactions are subject to government rules. Given the fact, reforms and shifting to more modern methods is rather slow here. Irrespective of that, we have five rooms equipped with internet connection. Besides that, one classroom is equipped with projector facility and sound system also.

Some teachers frequently use PPTs and projectors to take classes whereas Chalk-and-Board is preferred over ICT.

Nevertheless, for personal advancement teachers regularly use ICT both in the College as well as at home. Data and knowledge available on internet is collected and used to augment one's classroom presentation.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 82:1

#### 2.3.3.1 Number of mentors

Response: 12

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

<b>Response: 92.56</b>	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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

**Response: 49.93**

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	08	08	08	10

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response: 11.06**

**2.4.3.1 Total experience of full-time teachers**

Response: 188

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

#### Response:

Internal Assessment is a necessary and integral part of learning. An academic institute must have a sound assessment system.

In our institute, we go a step ahead and make our assessment system communicative. We feel that assessment is an effort half-done if it is not communicated to the students, because the purpose of internal assessment is to bring changes the way a student is learning to improve one's grasp and expression.

Internal assessment at the undergraduate level has been started from academic year 2020-21 by the affiliating university. To some, it may be the dilution of the seriousness and devaluation of the in-house assessment process. But, for us this is an opportunity.

We encourage our students to take the assessment tests seriously, sans tension or any pressure. The higher education department enshrines in its *academic calendar* 7 periodic tests. To be just and honest, it is not possible to take all the examinations as prescribed by the department. There are many factors, including the fact that many classes would not actually have started on the dates of examination prescribed because previous year's results would not be out by then! Secondly, at UG level the set-up prescribed is single-faculty departments. The workload prevents us from going for all the tests prescribed.

Still, the tests are handled with appropriate concern and zeal. The teachers concerned, not only evaluate the answers and scribble down the marks, they analyse the strengths and weaknesses of every student. Evaluated copies are returned to the students to take note of what they had written, what was expected of them and how to improve in due course. They jot down their observations and suggests the ways and methods on how to deal with questions in general to improve them. The faculty also suggests what an examiner expects in the answer.

Some of the issues, that are observed to be common to all students are also discussed in the class room. That further helps the students to understand the points.

The method adopted by us has remarkably reflected in the annual examination results of the students. Success ratio of our students is much better than the University average in any examination.

We expect and assume it to be the result of our assessment system.

At the Post-graduate level, internal assessment contributes to the main examination held by the University. In such cases, returning the answer copies or sharing the suggestions is not possible. So, at PG level, this traditional method of assessment is not followed. Instead, more informal methods, oriented at self-assessment has been developed.

Group discussions and seminars are organised among the students on some relevant topics. Sometimes, such activities are held in inter-discipline mode, just to develop a sense of healthy competition. It does relate to overall personality development by chiseling the analytical ability of the students. We feel that this is the real goal of post-graduate education.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

#### Response:

As mentioned already in point 2.5.1 *supra*, internal examinations in this Institute are aimed at improvement of learning process of the students and their power to express what they have learnt.

The aim of such examinations is not exactly *examining* as such, and evaluating our students. Since they are more remedial in nature, and students also are aware of this fact, grievances are practically non-existent.

Moreover, the outcome of any such examination is discussed in the class room, and also notes are given on the answer books, students are mostly satisfied.

In very rare cases, where a student feels, he or she has not got a fair deal, his or her points are heard in the class room itself and addressed to.

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

#### Awareness about Course Outcomes of the Programmes Offered

We, in our Institution, offer general non-technical and non-skill programmes at undergraduate and postgraduate levels. The outcomes of the general courses by far remain undefined. However, we do realise that any programme offered by an Institution is not, and should not be, without any goal.

We, therefore, have adopted a more or less reverse process of goal setting or deciding the Programme Outcome. We identify the needs of our students and link them with the courses they join. In essence, the Course Outcomes set by us are fluid, flexible and versatile. We tailor-make them for our students.

Our students come from a rural background and belong to an economically weaker section. They need to have an earning at the earliest, and generally do not have bigger dreams.

At the PG level, the students are advised that this is a level that should necessarily lead to teaching at College level. The students are advised and encouraged to take the NET Examination of the UGC-ICSR. During the course they are also guided as to how to prepare and face the examination. The Commerce and Hindi department boast of many students having cleared the NET.

At the same time, Hindi at PG level includes courses in Translation, Office notings and Journalism. Thus it becomes a course of skill-development to some extent. Chhattisgarh as a whole being a largely Hindi speaking belt, and also having Hindi as its official language, such courses become job-oriented. It has helped some of M.A. Hindi alumni serving in government offices.

At the UG level, Commerce is more job-oriented than the Arts and Science streams. It is, to some extent, a skill-developing Programme. Knowledge earned here has practical application in business life. Tilda, and its surroundings having been formally declared an Industrial Area by the state government, has ample opportunity for our products – the students, particularly the Commerce Graduates. The pass outs can, and do, start managing accounts and book-keeping of various industries and other business institutions. Some of our alumni are even Chartered Accountants.

In all the UG streams, mostly the students go for teaching at the school level, and many schools in the area have our alumni as teachers. The faculty guides them as to how to become a good teacher.

The Institute has a Career and Counselling Cell that keeps abreast the students about new openings. Lectures are organised frequently to let the students know what to target and how to prepare for it.

In not-so-exceptional cases, our students have even ventured at the civil services examination and have joined the state police service.

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

### **Response:**

As already mentioned in point 2.6.1 *supra*, we have rendered our Programme outcomes, fluid and flexible. This, therefore, implies that they don't have a fixed and predecided outcome. They are variable, and therefore we cannot prepare a formula to assess the *attainment* of outcomes.

For example, as mentioned in point 2.6.1 *supra*, some of our alumni are into education at school level, whether government or otherwise. But we are not an Education College, neither do we impart any training for the same. There being a teacher cannot be linked to any of our courses.

In other words, theoretically it cannot be our course outcome as such. Whatever we do for our students is at best informal and to some extent, personal.

Similarly, many of our former students are in marketing even if they never belonged to the Commerce stream. Some are in social service/politics.

In such cases, credit to the college gets limited to the overall environment and culture of the institution. It cannot be linked to any course or the course outcome.

Our students keep in touch even after having left the college, as is general practice in rural India. They connect at personal level and also through the Alumni Association. They do provide us necessary feedback to let us analyse our strategies and improvise on them.

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 89.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
332	232	277	230	228

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

2020-21	2019-20	2018-19	2017-18	2016-17
333	272	309	273	263

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process



<b>Response:</b>	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

NAAC

## 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, Chairs 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, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 0

**3.1.2.1 Number of teachers recognized as research guides**

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**3.1.3.2 Number of departments offering academic programmes**

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	3	3	3

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

The Institution toils to transfer the knowledge from the faculties to the students by creating an ecosystem where library, different departments and various committees function as the ingredients of this system. It always tries to develop a research culture in which practical aspect of learning is more pronounced and implemented. The departments of the college conduct seminars and lectures on different topics for the benefit of the students.

The faculty members pay attention to the needs of the students and encourage them for participation in every activity of the Institution. In PG, the students of Commerce make projects on different aspects of the subject after visiting the local business centers, collecting the data from there, and analyzing them to confirm a hypothesis. The faculty members are encouraged to engage themselves in different research activities. They are also motivated to create research articles and publish them in books or journals of repute.

The Institution organizes various programs such as women's awareness programs, plantation of saplings in and outside the campus, and other social issues for creating awareness among the students.

The faculties promote the creative writing of the students through the medium of Wall-magazine displayed on the notice board. The students of PG are often encouraged to use the latest available information in their respective field of study. The Teacher-Parent scheme is functional in the Institute to make interaction advantageous between the faculty members and their students. The faculty members too are motivated to take part in different seminars, conferences, and workshops to keep themselves updated with the latest developments in their specific subjects. The career counseling cell promotes the transfer of knowledge from the resource persons to the needy students for their advancement.

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

#### Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of workshops/seminars during last 5 years	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

##### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

##### 3.3.1.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

#### 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.18

##### 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	1

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.3.3 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: 0.29****3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	0	1	0

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The Institution focuses on the well-being of the students and organizes many programs from time to time such as screening test for sickle cell trait (SCT) or carrier, and sickle cell disease (SCD). It suggests the affected ones to visit the nearest Medical College at Raipur for getting required medical treatment and participating in the counseling sessions.

The faculty members of the Institution visit the schools of this area, interact with the students, and sometimes teach their curriculum for the betterment of the students. On Youth Festival, the faculties take the selected students to Pt. Ravishankar Shukla University Raipur for their participation in different cultural activities.

It is through the efforts of teachers of the Institution that the students are becoming more sensitized to the social issues of present times. They are encouraged to work for elimination of gender discrimination, social inequality, and corruption from society. They celebrate the birth anniversary of Sardar Vallabhbhai Patel as National Unity Day by arranging rally for unity and taking the oath of creating a corruption free nation. The Institution organizes lectures on social issues like protection of women from sexual harassment, law and other legal information by the eminent personalities of this area to create awareness among the students.

The faculty members ensure education with a holistic perspective where students are motivated to develop their social skills and learn personal and collective responsibilities. These extension activities are beneficial to generate value and social conscience among the students. They are encouraged to apply their knowledge, skills in the pursuit of humanitarian objectives.

A Swa-Sahayta group of women operates a canteen in the premises where students get refreshments at reasonable prices.

Many awareness programs like International Day Against Drug Abuse, World No Tobacco Day, National De-worming Day, and World AIDS Day are celebrated with the help of NSS unit of the college to make the students familiar with the burning issues of recent days. The NSS unit undertakes regular Health check-up camps, and Sapling Plantation drive in on and off campus during rainy season. It adopts a nearby village, and performs various activities such as cleanliness drive under Swachh Bharat Mission, construction of soak pit near hand pumps, tree plantation and watering the plants etc.

The unit organizes annual camp in different villages through which the volunteers of NSS, visit the village houses, understand the problems and needs of the people, and develop independent thinking by field study. They take out Voter Awareness Rally in the neighborhood as part of voter awareness campaign under SVEEP program of Election Commission of India for empowering democracy. These volunteers raise community awareness about plastic pollution by no plastic campaign. They also engage themselves in community services like cleanliness drive, awareness on water conservation, enhancement of literacy in society etc. The Institute organized a Vaccination program for preventing the Corona Pandemic. In this program the Covishield vaccine was administered to the total of two hundred ninety-two students, staff members and the people of surrounding areas.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration

with industry, community and NGOs)

Response: 62

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	14	15	11	16

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

Response: 99.09

**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
85	1177	1398	677	1070

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

## 3.5 Collaboration

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/**

internship per year

Response: 0

**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship

[View Document](#)

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

Response: 0

**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

e-Copies of the MoUs with institution/ industry/corporate houses

[View Document](#)



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The Institution is beautifully situated in a quiet place of twenty acres area. Its campus is surrounded by a narrow strip of planted land with a garden before the main building. The Institute, thus, aims to provide the best environment to the students for acquiring a good knowledge of the subjects. It offers 12 UG and 5 PG programs for the learners. It maintains a newly constructed Science Block, which is connected with the main building by a short corridor. The rain water harvesting system has been installed in the Science Block of the college. There are 21 fully lighted and well ventilated class rooms. For the Science departments specifically for Botany, Zoology, Physics, and Chemistry - four well furnished laboratories are in the working position. The library of the Institute maintains a reading room and near about 20,000 books encompassing reference books. Besides this, the system of departmental libraries is also functional for the benefit of the students of PG courses. There is availability of computers, photocopy machines, overhead projectors, multimedia projectors, internet, Wi-Fi facility and one smart class room in the Institution. The faculty members use ICT equipments along with traditional method in their teaching.

The college provides pure drinking water to the students. The continuous power supply is maintained, and CCTV cameras are fitted in the campus. A separate common room with toilet facilities is available for the girl students of the college. Divyang students use ramp and separate toilet facilities in the building. The department of Botany maintains a Botanical garden for educational purpose. The Institute is also marked by a playground, a fitness center, and a canteen for its students. For answering the queries of the students, a Help Desk is constructed at the entrance to the main building. The Institute ensures the optimal use of facilities available here and endeavours to develop its infrastructure according to the need of the students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

**Response:**

In order to explore the latent talent of the students, the Literary and Cultural Committee after making discussion with the Principal and the Students Union, organizes various cultural programs like mehndi, rangoli, flower arrangement, salad dressing, solo dance, group dance, educational plays etc. in the Institution. It also conducts the competitions of debate, essay writing, quiz, and poetry recitation. The Committee too observes the students' organizing the Anand Mela/Funfair for recreation and light refreshments. The students are always encouraged to participate in the cultural events held at the University level. The celebration of important National Days is also arranged in the Institution by the

teachers, students, and N.S.S. volunteers to generate various types of moral values in them.

An N.S.S. Unit with more than 100 Volunteers is functional in the college. It regularly conducts the programs of social awareness such as plantation of trees, cleanliness drive, promotion of literacy, conservation of water, run for unity and many others. The Institute has facilities for playing indoor games like table tennis, carom, chess etc. There is a huge playground in the campus for outdoor games such as football, volleyball, badminton, kho-kho, kabaddi, and it is too used for cricketing and all forms of athletics. The Sports Committee of the Institute plans the arrangement of various sports competitions along with the Annual sports of the college with the sole objective of mass participation on the part of the students, teachers, and office staff. The Sports Officer does his level best to promote the health awareness among the students by the effective use of the Fitness Center.

The celebration of the International Yoga Day is organized with full fervor. The Institute always encourages the students to take part in the sector, state, university, and national level sports events. It also organizes sector and state level sports competitions assigned by the university and leading college of this sector which are financed by the University Sports department. From time to time the new equipments for the sports activities are purchased by the Institution.

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

**Response:** 4.55

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 1

<b>File Description</b>	<b>Document</b>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 37.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.78903	1.46200	4.00000	12.85000	2.32500

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

Our College has a specific setting and backdrop vis-à-vis its geo-demographic location, and also its clientele.

The backdrop is necessarily rural and economically not-so-sound. Our primary clients, our students, come from villages for whom the word *digital* is alien. Even as the University, and the HEI, in unison, are striving hard to educate the students about the digital world, it is nearly in the neo-natal stage.

Library, in the modern era, is required to be linked to the world through digital media including internet. But, given the background of our students, any such effort, at least at this stage, would be an exercise in futility, or at least, in redundancy. Our students go easy with the material library content. It is easier for them to flip through pages of books, journals and magazines rather than clicking through web pages.

The College library, therefore, does have an Integrated Library Management System, but has been limited for official consumption. The system is being used only for accession of books purchased. In other words, the Accession Registers have been digitalized and integrated.

Lack of man power and absence of a proper/full-time librarian makes it difficult to work on complete digitalisation of library.

Nevertheless, our library does have an Integrated Library Management System, but is only partially functional and effective. Slowly, but steadily, the College is on the way to more and more digitisation of the library. Making e-content available to the students, at least for those who are able, and willing, to use it, is the target not far from sight.

Attempts at subscription of journals have not been quite successful in past. The remote location leads to missed issues. Purchasing/subscribing directly from the book stall, therefore, is our preferred mode of accessing magazines and journals.

The library can boast of around 20000 books on the shelves. They all range from text books on all subjects, to reference books, to rare books (like the *Rava? Samhita*), to books for general knowledge, current affairs and competitive examinations. Some Classic titles in Hindi and English literature are also available.

In order to keep students abreast of latest news, newspapers are also made available on a regular

basis.

The library also serves as the welfare node for the students of weaker sections – the poor and those coming from the Scheduled Caste and Scheduled Tribe communities. Books and stationery specifically sanctioned for such target groups are made available through library.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** E. None of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:** 1.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
.46694	.52686	0	3.79128	.77957

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year

**Response:** 2.99

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 30

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

There are sufficient computers available in the Institution. Almost all the office works such as admission, scholarship, correspondence with the higher authorities, examinations, salary and others are effectively performed by these computer facilities. Some departments in the college also avail this facility to improve their efficiency. In order to provide assistance to the educational needs of the students the Institution runs "Network Resource Center" in the campus. Earlier the services of National Mission on Education through Information and Communication Technology (NMEICT) was available in the Institution. Unfortunately, this was not a success and it is not functional now. The Institute ensures continuity of the services of Wi-Fi which was started in 2016. It has regularized this facility for all its students and faculty members.

As far as the net facility is concerned, the Institute initially utilized the broadband of the public enterprise BSNL. But this could not go ahead due to lack of fund. At present a private company named Smartlink Private Limited Raipur has installed On-Air Mini Tower to provide net facilities in the college.

The Institute has purchased the LCD projectors to strengthen the process of teaching and learning. It encourages the faculty members to use these IT facilities to the full. Thus, it promotes the use of these facilities, makes provision for their upgradation, and arranges the maintenance of the computers and other equipments. Photocopy machines and printers are also available in the college to use them in the best possible way.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 493:1

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** E. < 05 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 0.81

##### 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)

2020-21	2019-20	2018-19	2017-18	2016-17
0.23505	0	0.09610	0	0.20191

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>

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

**Response:**



Institution ensures appropriateness in using, maintaining, and improving the various significant facilities such as classrooms, computers, laboratories, library and the facilities for sports activities. Although it is bound to take the assistance of Public Works Department of the State Government for construction and maintenance of the building, painting, and restoring the damaged part to good condition, the portions of immediate requirement are constructed and repaired by the Janbhagidari fund of the college.

The UG Students of Science, especially of Physics, Chemistry, Botany, and Zoology subjects are provided separate lab facilities. All the practicals of these laboratories are conducted under the observation of the faculties along with the lab staff working there. The Institute makes provisions from the government allotment and from the Janbhagidari fund for purchasing all essential commodities related to practical like instruments, laboratory apparatus, reagents etc. Every Year a specific amount is given to all the departments of practical subjects so that they may fulfill their requirements and complete the procedure of practicals in their respective laboratories.

The library of the Institute owns a large number of text and reference books beneficial to the students and faculties. It receives the allocation of budget from government, BPL, and Book Bank schemes for buying books, journals, magazines etc. Moreover, the government sanctions Rs.50/- to each student of SC and ST categories for stationery. For purchase of the book's, it releases Rs.600/- for every two UG students and Rs.800/- for every two PG students of these categories. The library has a reading room, a computer, a vacuum cleaner, a fire extinguisher, and a notice board.

After taking regular admission, the students become eligible for borrowing books from library. They register their information in library record and get books according to their number as allotted by the library. All the students can make use of the reading room facility available there. The Institution collects fee Rs. 40/- as library development fund from every student which is used for furnishing and maintenance of reading room and for meeting the library's other miscellaneous expenses. The process of issuing No-Dues certificate is maintained while leaving the Institute by the students and faculties of the college. The books are purchased to fulfill the requirements of various departments every year.

There is no sports complex in the premises; however it provides various facilities to the students for their sports activities. All the sports expenditure specifically player's kit, T.A., and D.A., arrangement of Annual sports, prizes and purchase are made by the physical welfare Fund collected from the students at the time of their admission. Apart from this, the ninety-five percent amount of the Amalgamated Fund taken as fee Rs. 12 from every student is utilized for purchasing the prizes to be given to the winners of the competitions held in the Annual Sports Day. In order to organize the sector level sports competitions, the university also provides subsidy to the sports department of the Institution. The students of the college enthusiastically take part in all the sport activities arranged throughout the session.

All the computers available in the Institution are purchased by the UGC fund. The Institution ensures their optimum use in academic as well as in administrative purposes.

All the essentials charges of their maintenance and upgradation are borne by the Janbhagidari fund of the college.

The Institution attempts to provide facilities in its class rooms. From the outset of every session, the furnishings of the class rooms such as blackboards, furniture, fans, and electric supply are taken into consideration. The green-boards are purchased to make the process of teaching-learning more effective and accurate. According to the requirements of the departments, furniture are made available from the

Janbhagidari fund of the Institution, Before the commencement of university exam, the LED tubes are provided to enhance the lighting condition in the class rooms for conducting exam specially in the evening shift. When the need arises, the maintenance of this facilities are done by the Institution.

NAAC



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 59.16

##### 5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
504	581	555	521	513

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 0

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

#### Document

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

#### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the

following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 9.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	69	160	118	60

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.5 The Institution has a transparent mechanism for timely 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

<b>Response:</b> A. All of the above	
File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

<b>5.2.2 Average percentage of students progressing to higher education during the last five years</b>	
<b>Response:</b> 60	
<b>5.2.2.1 Number of outgoing student progression to higher education during last five years</b>	
<b>Response:</b> 204	
File Description	Document
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>

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

**Response: 60**

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	0	0

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response: 28**

**5.3.1.1 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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
00	10	03	08	07

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

### **5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

#### **Response:**

An adequate representation as well as active participation of the students in academic, administrative, and extra-curricular activities- is always prompted by the Institution. The students engage themselves in decision making process by the formation of Students' Union. A few years ago the students' Union of the Institution was formed on the basis of a fair voting system as guided by the Clause (xxi) of section 37 of the Chhattisgarh Vishwavidyalaya Adhiniyam 1973 (No. 22 of 1973). In this process, the office bearers of Students' Council such as President, Vice-President, Secretary, and Joint Secretary were selected by elections.

At present the Institute forms the Students' Council by the nominated students as per the rules and regulations of the state government and affiliating university. The Institute also ensures that one post of the office bearer and one third of the total posts of class representatives will be reserved for the girl students of college. The tenure of the Students' Union remains upto 30th April of each academic year since its formation. Apart from Students' Council, all the activity societies are monitored by the Principal who is the patron of the Students' Union and professor-in-charge as well. A committee for the observance of Students' Union exercises is also functional in the college. The patron nominates one student from each of the categories namely Scheduled Tribes, Scheduled Castes, Other Backward classes and Divyangjans among the students to have their representation in the Council if they are not nominated earlier for the office bearers or for the class representatives.

The Students' Union promotes the democratic values among the students. It aims to develop the value oriented leadership qualities in them while teaching the spirit of discipline and brotherhood. The purpose of this Union is to generate a feeling of admiration for human rights and respect for the individuals. It promotes their inclination towards social services and encourages positive transformation of the students. In order to continue the co-curricular and extra-curricular activities of the Institute, the Nomination Committee consisted of four members namely Patron, President of the Students' Union, President of Janbhagidari samiti of college and professor-in charge of Students' Union – constructs various activity societies. The five activity societies in the college are as follows: Science Club, Cultural Society, Society on Gender Issues, Social Work Society, and Physical Activity Society. The Nomination committee nominates the office bearers of the above-mentioned activity Societies which conduct the assigned activities under the guidance of their concerned professors.

The function of the Students' Council is to be a bridge between the administration and the other students of the college. It brings the various problems of the students' into sharp focus. The members are allowed to

offer their ideas, suggestions, and solutions of the problems during the meeting called by the Patron, professor-in-charge, staff members and the office bearers of the Students ' Union. In this way, the Students' Union provides a platform of learning for the Students before their initial steps into the society.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

Response: 29.8

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
03	31	14	53	48

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 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 first meeting of the old students of the Institute was held on February 23, 2019 for the formation of the Alumni Association. In the meeting the Co-ordinator of the Association Dr. R.D. Diwan elaborated on the various aspects of the college administration from the inception of the college to the present time. The Principal of the college presided over the meeting. A discussion took place on all subjects, information on all departments was given which included the teaching learning methodology, and infrastructure as well as the student's result every year. After this some suggestions for the development of the college was invited from the alumni and they were encouraged to discuss their experiences in this Institution during their stay here. They were asked what the Institution lacked and how they could cooperate to fill the lacuna. All the

people agreed to help unconditionally in the development of the Institution. After this meeting efforts were made continuously to get the alumni association registered permanently. On 28/11/2020 the Alumni Association of the college was registered.

P. S – Registration certificate of the association.

An amount of 500/- per person was collected from the 22 members of the association which was considered as an initial contribution towards the running of the association. The office bearers of the association are as follows:

President – Shri Devrat Nayak

V. President – Shri Ramesh Agarwal

Secretary – Shri Sarweshwar Tiwari

Treasurer - Shri Ramesh Veerani

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

The College, Satya Narayan Agarwal Government Arts & Commerce College, was established in a rural set-up. At the time of Institution the whole area was bereft of any facility for higher education. Nearest HEIs were those at Raipur, the district headquarters, or Bhatapara. Both were not quite accessible.

Thus primarily, the College satisfied the need of higher education in the region. But, an HEI should not be limited to imparting education alone. It has to serve wider, and higher, purposes.

Therefore, our Institution has identified as its Vision *To be the partner in opening up of our Students.*

The college serves as the confluence of youth and experience; of dreams and achievement; of discipline and leadership. While the students embody the first of all the pairs of traits – youth, dreams and discipline; the faculty supplements with the latter – experience, achievement, and leadership.

Our faculty comes from both Rural and Urban backgrounds. That enables everyone to understand the feelings of our students, the primary clients, who necessarily come from the villages.

The College provides an ambience where a student from rural background learns to unshackle oneself from inhibitions. That is the first step towards the mission. There is no restriction relating to a student approaching any faculty, or even the Principal, and speak one's mind.

Students are encouraged, rather required, to talk to the faculty directly and put forth their grievances, problems or suggestions. We, in this Institution discourage the parents to speak up for their wards, unless, of course, there is a valid reason.

Student Union elections here are not the game of leadership or politicking, but the nursery of democracy. All the paraphernalia of general elections are adopted in SU elections to let the students learn how the democracy works on a larger canvas.

Annual functions provide the stage, and ample opportunity, to hone the leadership ability and also to develop personality through stage performances before huge gathering.

Seminars are part of the post graduate curricula, but in our college, it assumes a new dimension. Seminars are made a public programme and teachers from other subjects are also invited to be part of the activity. The purpose is to expose the students to a wider audience and not to limit it as an in-house time pass.

The institution has girls comprising the lion's share of students. At any given time we have 82 to 86% girl students in the College. The Institute strives hard to let them survive the patriarchal society of



rural India. Awareness programmes are organised to let them understand what they need to stand up against, and what legal courses of action are available to them, if need arises.

Boys are also sensitised about the gender issues and made aware of legal provisions vis-à-vis girl students in particular, and women of society in general.

### **6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**

#### **Response:**

No Institution can survive if its head is required to be consulted on every issue, or where the team members are devoid of any idea, or of solution to problems, at their own. An HEI, in particular, has to be a hydra headed organic entity. Matters that could be resolved, should be resolved on the spot without climbing up to the top.

Right from routine issues like admissions and examinations to some not-so-ordinary matters like disputes among students, and even initiating proposals in the interest of the Institute, teachers enjoy, and avail, enough freedom.

*Pradeept*, meaning enlightened, is one such initiative in this college. A group of faculty members of the college, formed an informal group by this name, selected 25 students through a competitive examination, and started coaching them. There was no target set, as to which competition is to be cracked, and no money charged.

*Pradeept* covered subjects like Arithmetic, Algebra, English, Constitution of India, History, Science and Technology, Current affairs and General Knowledge.

The group primarily consisted of younger faculties and was initially completely informal to avoid any bureaucratic hindrance. Despite that, the Head of the Institution was always kept informed of the activities. After the success, and appreciation from many quarters, the activity has been approved through IQAC.

Another example is related to handling of a case related to sexual harassment of a girl student.

The student had approached a male faculty, who also happens to be a member of the Internal Complaint Cell, a body constituted under Visakha guidelines. But for the student, nothing was within the jurisdiction of the college. The suspected aggressor was unknown and most likely (as per the victims

version) not related to college, and the incidents never happened physically or within College premises. Still, the faculty decided to take up the matter at his own, simply to keep the name of the victim suppressed. Only, he kept informed the Principal about the matter without divulging any detail about the victim, or the incident, or even about the course of action.

He took up the matter with the police. The officer concerned assured to handle the case informally, and if only need arose, the victim would be called. The officer kept his words and the matter was settled without the victim ever having to face the police or without filing any formal complain.

After the whole matter was settled, the faculty concerned submitted a report to the Cell, and to the Principal.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

Any institution has to function collectively. The commander alone cannot win the war. Our institution believes in collective leadership. Right from Principal as the Head of the Institution, down to the newest entrant to the system is encouraged to participate, and share one's piece of mind, as far as the development of the Institution and benefit of the students are concerned.

A very simple, yet bright example is that of the wall magazine of the college. Even as the institute was planning to have a regular magazine of the college and for the college students, financial constraint always stood in the way. At best it could be an annual feature. When the freshly selected faculty joined the department and posted to our college, one of them came up with the idea of wall magazine. She even took to manage and oversee the whole process and that is how, the Institute could have a magazine of its own.

There are committees consisting of faculties for various functions. They all work according to the Principal's directive. The more important is, committees related to development work do not function behind closed doors. There are open discussions and ideas and opinions from all and sundry are solicited, including the office. This helps in all-round, and not vertical, development of the college. That is how proposals for Girls' Hostel, Library, and Multipurpose Sports Hall were sent to the UGC. It is a different matter that due to some problem outside College jurisdiction the three projects could not fructify. But that shows that development, at least at the planning level, is participative and all-inclusive in our college.

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

#### **Response:**

This Institute is a government college. Therefore, the governance of the college is subject to, and in consonance with, the rules and regulations framed by the state government. The Institute, thus, has a freedom only of method at execution level.

Facts mentioned above notwithstanding, there are many in-house bodies to help and advise the Head of the Institution, the Principal. This system ensures that the structure of governance is not top-heavy, not monarchic and in any case, not unidirectional.

#### **QIM – The Organogram**

It may be mentioned at the very outset that the Institute does not have any rule of its own regarding service, admission etc. They are all provided either by the government, or by the affiliating University.

Most of the directives emanate from the state. Guidelines for admission, formation and conduct of the Students' Union, academic calendar, scholarships etc. are centralised for the sake of uniformity across the state. In most of the cases, where University's directive is required for being academic in nature, the affiliating University simply ratifies State's directives concerned.

The Head of the Institution forms various committees comprising suitable faculty members and if required, office staff, for numerous functions. Some of these committees are advisory in nature, others are more or less obligatory and share the burden of decision-making. There are some more that are dual in nature, they are obligatory as well as advisory.

The obligatory committees include the purchase committee, appointment committee, pay revision committee etc. Their role is to ensure that government directives and rules are followed in script and spirit.

While these obligatory committees have their own importance and role in the governance of the Institute, advisory committees are no less important. The Staff Council, Building and Construction Committee, Planning Board etc are related to the development of the Institute. They, in concert with the head, and in tune with the larger vision, chalk out programmes for development. While the Staff Council limits itself to yearly programmes, mostly academic in nature like schedule of periodic internal examinations, timetable etc, Planning Board and Building and Construction committees focus on longer term plans.

This Institute prepares proposals that are approved by the Planning Board. That ensures that whatever is being planned in different departments, fit into the larger plan and thus the growth is not haphazard and *ad hoc*.

Discipline Committee and Internal Complaint Cell (constituted under Visakha Guidelines) rank

among the ones that are both obligatory as well as advisory in nature. They are obligatory in the sense they *have to be* formed in every institute.

These committees suggest measures to be taken in the campus so as to maintain order and security. They also recommend if any action is to be taken in case of any violation of directives, decorum, order or security and safety. Their recommendations are advisory in nature and the Head of the Institution takes the final action.

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

As already mentioned, our College is a fully government-owned and government-managed Institution. We therefore follow all the norms and directives issued by the state from time to time.

All the regular staff of this Institute, whether teaching or non-teaching, is a state government employee. Not only salary and leaves are granted, and disbursed as per state norms, all other welfare measures are also prescribed by the state.

Among others, our College permits maternity and paternity leaves to the staff. While Paternity Leave (of six weeks) is admissible just after the birth of a child (maximum two), Maternity Leave (up to two years) is sanctioned till the child reaching the age of 18 years. Maternity Leave can be applied for, and granted, in parts also.

Study Leave is also admissible to the staff, as it applies to other state government employees.

Among other benefits, free education of the wards in government Institutions, free medical treatment in designated hospitals (both government as well as private) within the state and outside, etc. are also available.

It would be more appropriate to say that the Institute does not have any welfare scheme of its own or anything apart from, or besides, those prescribed by the state government.

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

**Response:** 0

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

Details of teachers provided with financial support to attend conference, workshops etc during the last five years

#### Document

[View Document](#)

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

#### Document

[View Document](#)

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

**Response:** 14.26

**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	3	0	3

File Description	Document
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**

**Response:**

The Institute, as mentioned on many occasions, is a government body and part of the overall Higher Education Department of the Government of Chhattisgarh. Every single person of the College, in Regular employment is temporarily deputed in the college and on the rolls of the department.

The overall personnel management is done at the department level. Therefore, right from appointment to annual appraisal, disciplinary action, as and when required, to transfer and promotion are in the hands of the department.

It, therefore, is meaningless to assess the performance of any member of the staff, academic or otherwise, at the Institute level.

Every member of the staff is required to file first part of the Annual Confidential Report, as designed by the department. As head of the Institution, the Principal is required to put her or his remarks on the self-assessment submitted by the person concerned. The final notes and comments, the real appraisal, are marked by the higher authorities.

The ACR is the major tool before the government to assess the staff and act accordingly, mainly at the time of promotions.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

As a Government body, our Institute is subject to strict financial regime. We are required to follow all the norms and procedures set by various Financial Rules including keeping up the books and handling the cash. Purchases and stores are governed by the *Kray evam Bhandara? Niyam* (Purchase and Storage Rules).

Every purchase has to be transparent, competitive and open. Every single penny spent is subject to strict scrutiny through audit. The Institute is subject to two different audit agencies. One audit is from the Audit and Accounts department of the government. The Auditors are generally posted in the Higher Education Department. They visit colleges and take up the review/scrutiny of all expenses since the last audit. This is generally referred to as Government Audit,

The second agency is that from the Accountant General. Their auditors come directly from the state headquarters, meaning they are not deputed to any particular department. During their visit, they also subject the accounts to scrutiny since their last visit.

Both the auditors can, and generally do, check the same accounts. It is not a practice that what has been audited by one agency will be ignored, or not checked, by the other agency.

There is no fixed cycle, or frequency, of audit in the state.

Our Institute follows all norms in the matter of finance and accounts. Therefore, audit objections as such are very rare. However, in some cases, due to misunderstanding on the part of auditors, some objections do pop up. In such cases, the section concerned with that particular objection, like the library, or Sports, or Science etc are alerted about the objection. They either remove the doubts or rectify the objection.

In the last five years, the College has been subject to one government and one AG audit. Objections have been raised on some issues, but they have more to do with the book keeping than on procedures and undue expenditure.

Correspondence for removal of objections are still on.

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>

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

#### Response:

As a government body, the Institute is not supposed to collect or receive funds from non-government organisations, persons or bodies. There exists a *Janbhagidari Samiti* (People's Participatory Committee) formed under a Government directive, which is supposed to channelize funding from people in general and to use that fund in the development of the College.

Unfortunately, that dream remains unfulfilled. The Committee limits itself to collecting money as fee from the students at the time of admissions. More so because since the Assembly elections in 2019, this committee has not been functional as desired.

The rules require that the Chairman of the committee has to be a people's representative of a certain level, and is appointed at the government level. This compulsion has led this committee to be nearly non-functional.

As far utilisation of the funds is concerned, every effort is made to spend every single penny with full justification. The aim is more on utility of the expenditure than on simply spending.

A very good example is that of procuring furniture from the Central Jail, Raipur. This serves us three-pronged satisfaction – i) the money is not wasted; ii) the quality of the products made in the jail are much better than ones available in the open market; and, iii) our students' money goes as a contribution to a good cause – social service, as the products are made by the inmates of the jail, and part of the sales proceed is distributed among them and their families concerned, as wages.



## 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

#### Response:

The College has a nearly fully functional Internal Quality Assurance Cell. It sits from time to time to ponder over the needs of the Students, and of the College as a vibrant Institution.

Most of the novel ideas are proposed in the IQAC, which deliberates and takes an appropriate decision regarding its implementation. Right from taking feedbacks from our primary clients – our students, to starting special coaching for selected few are the contribution of the Cell here.

The area around the college, the feeding zone, has a very high percentage of sickle cell anaemia occurrences. Some communities are more infested than others, the problem being genetic in nature.

The IQAC therefore initiated a camp in collaboration with the Special Cell in the Jawahar Lal Nehru Medical College, Raipur dedicated to treatment and eradication of this problem. The first camp itself was very successful. With the response that the camp received, the Institute, under the aegis of the IQAC, decided, and now the Sickle Cell Anaemia testing camps has become a regular annual activity.

Students tested once are not subjected to testing again. Thus, in effect, only fresh students undergo the test. In order to extend our role into the society, now persons from outside the college are also invited and included in testing. This is an initiative as an outreach action.

After the tests and having received the reports, parents/guardians of the carrier and patient students are invited to the college, and are counselled about their child/ward. If, and when, need arises, they are also helped in consulting the doctors.

Since our students come primarily from the rural areas where health and hygiene ranks down the line in priority list, our IQAC has focussed on their health education. Towards this end, lectures and seminars are encouraged and organised by inviting medical professionals in the campus.

In this list, the IQAC has organised lectures and presentations on Cancer Awareness vis-à-vis use of tobacco; Awareness programme on AIDS; and, Puberty and Hygiene (specifically for girls). The IQAC is striving to make it a more regular activity like the Sickle Cell Test Camps

Lately, the IQAC has not been as much active and interested as it should have been. The UGC requires that the IQAC should have members from outside the faculty also. Certain criteria have also been demarcated. The problem in such cases is that outside members seldom turnout for deliberations. Some of the last meetings could not be held due to non-appearance of outside members. This greatly hampers the in-house good initiatives.

Still, the IQA Cell of the Institute has set some benchmarks, worth narration.

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Teaching and Learning are inherently, the most central activity and responsibility of an HEI. This core issue can never be let go, and no lethargy can be tolerated in this segment.

As already mentioned in Chapter 2.2.1 *supra*, the Institute has a very healthy, mature and effective method of evaluation of the Teaching-Learning process. Periodic internal assessments have been prescribed by *our* parent department, the government, but that has not been followed merely as a *government guideline* to be followed routinely in this college.

Internal assessments are taken seriously and students are guided on how to improve; where they were right; and, what could, or should, they change. As already mentioned, the purpose of such assessments is not to evaluate the students, but to identify their strengths and weaknesses, and to help them improve.

Besides, a feedback is also collected from the students, wherein they are required to tell about problems they face in a class in respect to every teacher. In order to secure genuine problems, we have permitted the students to submit anonymous feedbacks.

The feedbacks so collected are compiled and the outcome is shared with the respective faculties. Interestingly, to make the feedback more fruitful, we have quantified the data to be collected.

It is not surprising therefore, that the pains taken in collecting and analysing the feedback is well rewarded by our students. The performance of our students at University level examinations is always on the higher side of, and much better than, the overall University average.

**6.5.3 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:** D. 1 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

The entire campus is covered by cement walls and barbed wire fences. A "NO TRESPASSING" sign at the gate discourages trespassers. The campus has CCTV cameras installed to monitor the students. There is a chowkidar on campus at night. The PCR Van takes regular rounds of the college and intervenes in case of conflict.

The institution emphasizes on students having a knowledge of the issues related to gender equity and the rights they have constitutionally. Students take part in programs which bring an understanding of the basic ideas related to gender equality and equity. Within the campus we give all students equal opportunities. But when problems relating specifically to girls crop up we take special care to give them that extra something they deserve. At the beginning of each academic year the institution organizes a meeting of the Gender Equality Cell to streamline the yearly action plan. Mid-session meetings are also called on demand. The committee meets annually to assess the success in the implementation of the action plan.

A complaint box is placed for the students. The names and mobile numbers of the committee members are displayed on a board. The women's helpline number, the number of the nearest Police Station and the phone numbers of the legal advisors are made available to the students. A subsidiary committee also works along-side it. After its formation on 8th Oct 2015 the first meeting was held on 14th Oct 2015. At the end of the academic session a review meeting was held. An Awareness Program was conducted on 08-09-2016. Members of the committee enlightened the students of the legal implications of sexual harassment on campus, and how to reach out and seek help. On 28/11/16 a legal advisory program was conducted by Advocate Shiv Kumar Tiwari. On 19/12/16 a workshop on how to stop sexual harassment was conducted by Smt. Pramila Mandavi the TI of Tilda Police Station. On 18/09/17 the yearly action plan was to spread awareness on the committee's working among the students. The members interacted with the newly-admitted students. Advocate Manju Tiwari addressed the students. On 01/09/18 the yearly action plan was reviewed.

Members of the committee personally contacted students and assured them of secrecy. Discretion would be the key factor, nobody would know who has complained and there would be no discrimination. In the year 2019 The Committee was reconstituted according to NAAC'S parameters taking into account the Vishaka Guidelines. On 17/09/19 the much awaited legal consultation program was conducted by Adv. Manju Tiwari.

There is a separate Common Room for girls where they can relax, sit, talk or study during their free hours. There are benches, desks, chairs, almirahs and toilets for the use of students. A committee of teachers takes care of the Girls Common Room. The curriculums in some subjects like English, Sociology, and Political Science have chapters dealing with woman's rights and empowerment which further gives an impetus to the students to know and stand up for their rights.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

**Response:** D. 1 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:**

#### (A) Solid Waste Management

For a proper and clean environment on campus waste management is an important issue. Dustbins are kept on the verandas, in the staffroom, office and other vantage places for the collection of solid wastes like paper, pens, wrappers, plastic bags etc. These are collected every day after office hours and put in a hole dug in the ground for that purpose. Paper and thermocol plates and cups are also disposed off in the same manner. They are then burned from time to time. The ashes thus generated can be used as fertilizer for the

plants.

### (B) Liquid Waste Management

Liquid Waste Management has not been properly implemented in our organization. The waste water from the water coolers flow into the garden but it has not been properly diverted. The drainage system is not proper so the waste water can not be recycled.

### (C) Biomedical Waste Management

The college puts out no biomedical wastes. The wastes from the Botany, Zoology, and Chemistry labs, are put into the ground itself. Now - a - days as there is no dissection so biological waste is not produced. From Botany only perishable waste is given out.

### (D) E-Waste Management

There are no hazardous chemicals or radioactive wastes in the institution. The liquid wastes like acids, alkalis and solutions from the chemistry labs are usually thrown into the sinks in the respective laboratories. No MOUs or agreements with any government agency has been signed so far as the amount of waste is not too much in quantity. It can be managed on the organizational level without the interference of outward agencies.

The E-waste from the institution's office and lab like waste material from photocopier, scanner, computer etc is first given right off by the concerned committee and then sold according to government norms. It is given away as junk. There has been no action plan as to the recycling of waste products in the institution.

File Description	Document
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

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

**Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

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

**Response:** B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

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

**Response:** B. 3 of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**Response:** B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:**

The Institution's efforts at inclusion can first be seen in its admission process itself. When the student first approaches our institution after passing out from his school, he is given admission according to merit and the reservation policy formulated by the State government. Once they are admitted their economic or social status is of no concern to us. They are given access to everything that we have. The students strike friendships and interact with each other irrespective of where they come from or to what caste or religion they belong to. Our institution also harbors teachers belonging to different social and religious backgrounds, who work harmoniously for the uplifting of these students. We provide equal access to opportunities and resource for people from marginalized and minority groups who might otherwise be excluded. We have a diverse pool of employees who are all respected and valued allowing them to reach their full potential while contributing to the running of the institution. We have students from all walks of life ,different ethnicities, genders, ages and religion .Everyone is treated fairly and respectfully, have equal access to opportunities and resources and can contribute fully to their own and the Institution's development. Be it their access to classrooms, lectures, library, sports ground, laboratories everyone is treated equally. The diversity helps improve the decision making process, innovate and create solutions to problems. We teach students to respect and tolerate people who are different from them. We also celebrate festivals and birthdays and anniversaries of great people belonging to different castes and religions to prove our point. People belonging to different cultural and linguistic backgrounds share their culture and language with each other. Religious harmony is brought about by telling them about the teachings of all religions. Activities like NSS also help in inculcating this values. In the camp the students are all treated as equals, made to do the same work and taught to share their assets. They also learn how to do team work and cooperate with others. The Annual Function always includes dances and songs belonging to different communities and even states which bring about an understanding of the diverse cultures among the students and helps build harmony and tolerance.

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

**Response:**

The responsibility of any educational institution does not stop with imparting a proper education to its students. The main purpose of any institution is to develop the entire personality of the students. They should not only be sound academically but also develop into responsible citizens of the country. The students are taught about the constitution as well as the responsibilities and duties of a citizen. Since the subject of political science is taught at both the graduation and post graduation level, the students have a basic understanding of the constitution, fundamental rights and duties. Every year the college organizes an oath taking ceremony on the occasion of Constitution Day 26th November. According to the directions of the Central and State governments an oath is administered to the students by the Principal of the college. Apart from the syllabus of Political Science other subjects like Sociology, English and Hindi Language also has chapters relating to the Constitution The subject teachers also give them specific directions about



their duties as responsible citizens of the nation A quiz relating to various aspects of the constitution is conducted every year by the Political Science department. Students are made into teams and asked questions. They are even given prizes as a source of encouragement. The N.S.S. camp also organizes talks during its week long camp on various aspects of the Indian Constitution, where students as well as villagers gain insights into their duties and rights as citizens of the nation. Through plays, skits and lectures the students gain an insight into the various aspects of the country's constitution and their own responsibilities as citizens of India.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

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

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

**Response:** C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

India is a land of cultural and linguistic diversity. Perhaps no other country has so many ethnicities, languages, and costumes as our country. This unity in diversity is reflected in every aspect of Indian life

including educational institutions. And what better way to show this than to celebrate a plethora of commemorative days and festivals. The session usually begins with the celebration of the International Yoga Day on 21st June. India is the land of the yoga and yogis. It has been part of our ancient heritage, for centuries and now the whole world has acknowledged it. Every year the teachers and students practice the various simple asanas and Pranayam under the supervision of the sports officer. This year the program was conducted online due to the ongoing pandemic. Independence Day, 15th August is celebrated every year with great patriotic fervor. The day marks the end of the freedom struggle and the victory of organized rebellion. The national flag is hoisted in the morning and the staff and students take part in various cultural activities like, singing of patriotic songs and speeches highlighting the essence of true freedom. 2nd October, the birthday of Mahatma Gandhi is also celebrated every year, as the International Day of Non-Violence. On this day the great Mahatma is remembered for his invaluable contribution to India's freedom struggle. Various competitions are organized on this day. Prayers are sung and homage paid to the Father of the Nation. Essay writing, poster making and prayer competition are also held. The Republic Day, which marks the day on which the Constitution of India came into effect, turning the nation into a newly formed Republic is also celebrated every year. Flag hoisting by the head of the institution, patriotic song and speeches follow. Sweets are distributed as a token of joy. The members of the college Janbhagidari Committee also take part in both these celebrations. The institution also celebrates the birthday of Swami Vivekananda (12th Jan) as Youth Day every year. This is a special day especially for the N.S.S. students whose patron saint he was. The birth anniversary of Sardar Vallabhbhai Patel is also celebrated as National Unity Day every year. A Freedom Run is also organized on this day 31st October. The students are enlightened on his role in the political integration of India. The Freedom Run is flagged off by the Principal, and the students and staff participate enthusiastically. The birth anniversaries of Subhash Chandra Bose, (23rd Jan), Pt. Dindayal Upadhyaya (25th Sep) Pt. Jawaharlal Nehru (14th Nov) Indira Gandhi (19th Nov), B.R. Ambedkar, (6 Dec), are also celebrated in the institution. Various competitions mark its celebration. Some death anniversaries like that of APJ Abdul Kalam (27th July), Gandhi ji (30th Jan) is also organized. Many others days of relevance like the International Women's Day 8th March World Environment Day- (5th June) World Human Rights Day (10th Dec), World Literacy Day (8th Sep) etc. are also celebrated from time to time.

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>

## 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:**

CRITERIA – VII : Institutional Values and Best Practices

BEST PRACTICES – I KEY INDICATOR- 7.2 BEST PRACTICES

1.Title : Sickle Cell Anemia Detection Camp

2. Objectives: India has a high percentage of sickle cell anemia patients. Chhattisgarh shows a high incidence of its occurrence. Investigations into cases have revealed a pattern among some particular sections of society. It is a genetic disease of the red blood cells. In a normal human being the red blood corpuscles are shaped like discs but here they take the form of a sickle. This blocks blood from reaching different parts of the body causing pain and tissue damage. It even reduces life expectancy. A blood test can trace these genetic traits, an awareness about it can stop its further spreading.

3. The college administration, the IQAC cell and the N.S.S. Unit decided to conduct a Sickle Cell Detection Camp for the students. The institution took help from the State Sickle Cell Unit. It was an advantage as our state has a separate Sickle Cell Unit in Raipur about 48km from our institution. They responded positively to our initial approach and agreed to conduct a camp here. Everything would be taken care of by them. They had their special vehicle, team of doctors, staff and the required chemicals. We only had to provide them with rooms for the conduction of the tests. The challenge was to communicate it to students, their families and the neighborhood and to convince them to come forward. After the first year it was not that difficult and we successfully conducted three such camps. In the year 2020 we could not do so due to the pandemic.

4. There was no financial burden on the students. The entire exercise was done free of cost. The Sickle Cell Anemia eradication program in the state is aided by the Central Government and the WHO. But one area where we had to work really hard was to convince the parents of some girl students. Due to lack of awareness they felt hesitant and stigmatized. They were afraid that if their daughter was diagnosed with the disease it would ruin her chances of marriage. The villagers would ostracize them for getting their daughters checked. Some girls were really afraid to get their blood drawn and it required a lot of counseling and pacifying them to let them get tested. The uniqueness of the program lay in the fact that although this had got nothing to do with the academic status of the students but this was in fact a step towards keeping them fit and healthy. Following the dictum of "A healthy mind resides in a healthy body" we have tried to do our bit for improving the lives of our students. In spreading awareness about the disease to the students, their parents and the community in general, we were able to bring them out of their ignorance and to make them aware of the seriousness of the situation. If the youth are tested at this stage it can prohibit marriage between two carriers or two patients thus willingly stopping its spread to the next generation. Proper medication which is also provided free of cost can reduce the suffering of the patients and bring an improvement in their overall health. Awareness among the patients and their parents has led to the family taking better care of them. The Institution has kept a track of all cases and their medication and a record of the improvements shown by them.

Sometimes the patients hesitate to take medication after a few doses. Encouraging them to complete their entire course was a challenge especially when the student had left the institution. Fear of the unknown and social stigma was perhaps a key deterrent.

5. Our target at the initiation of the program was to get each and every student and staff tested. But like all other programs elsewhere a complete testing was near impossible. But the results were fairly encouraging and more than 80% students took the initiative of coming up for the blood test. Their increasing numbers every year was a testimony to their faith in the institutions program. Their favorable response to what was actually something done for their own benefit kept us going and we were able to conduct 3 successful camps.

6. The major problem encountered was the distance of the Sickle Cell Units' headquarters which is at Raipur. The team had to travel a long distance to reach our institution. Secondly in spite of their wanting to

do so, they could not test the left out students from the first day on the next day.

The date and time had to be decided by the institution, and students who could not reach here on time due to any reason, did not get a second chance. It was difficult for the institution to conduct the camp on two consecutive days, as we did not have proper lodging facilities, for the medical team. If the institution could provide proper boarding and lodging facilities to the team, our dream of getting all our students tested would materialize, and this is something that we are looking forward to do in the future.

7. This practice can be implemented without much problems in other higher educational institutions facing the same problems. Certain diseases are location specific, depending on the institutions geographical location. Other institutions can take up other diseases that are prevalent in their region and try to identify and treat such patients. It is good initiative which can be emulated by any other institution of higher learning.

## **BEST PRACTICES - II**

**1.Title :-** Production of Vermi-compost for the college botanical garden and oxy-zone by using earthworms and other bio-degradable wastes.

2. Objectives: The production of a nutrient rich fertilizer for the plants which is economical and easily available. This vermi-compost is the product of the decomposition process using various species of worms usually red wigglers, white worms and other earthworms, to create a mixture of decomposing vegetable food waste, bedding materials and vermicast. Vermicast or worm castings is the end product of the breakdown of organic matter by earthworms. The castings contain reduced levels of contaminants and a higher saturation of nutrients than the organic materials before vermi-composting. Vermi-compost contains water soluble nutrients and is an excellent, nutrient rich organic fertilizer and soil conditioner in a form that is relatively easy for plants to absorb.

3. Vermi-composting has gained popularity in both institutional and domestic settings because as compared with conventional composting, it provides a way to treat organic wastes more quickly.

The earthworm species used especially the red wigglers (easily found in this region). One of the reasons for their recommendation is their easy availability and survival ratio. They have some of the best appetites and breed very quickly. Finding an appropriate place for the construction of the pit was a challenge as it had to be congenial to the worms' growth. It should not be waterlogged or directly in the path of the sun. Too much or too little of moisture were both harmful for the process. Once the spot was finalized behind the library building, in an open space partially protected by trees from both sunlight and rain a cemented pit of 13ft length, 5ft width and 3 ft deep was constructed. Out of the two methods generally used for vermi-composting the bed method and the pit method, it was decided by the college administration to confirm to the Pit Method. Although the two great problems of this method, poor aeration and water logging had to be dealt with carefully but eventually this procedure gained precedence on the other one.

Once the pit was constructed the materials required like water, cow dung, thatch-roof, soil or sand, earthworms, weed biomass dry straw and leaves collected from our own oxy-zone and biodegradable wastes collected from the canteen and individual use were first put together near the site for use in the process. Depending upon the availability of raw materials the size of the tank was decided upon.

The procedure involved was as follows:-

1. The biomass was collected and placed under the sun for 8-12 days. It was then chopped into smaller size using a cutter.
2. Cow-dung slurry was prepared and sprinkled on the heap for quick decomposition.
3. A layer of soil or sand (2-3 inch) was added to the bottom of the tank.
4. A fine bedding was prepared by adding partially decomposed cow-dung, dried leaves and other biodegradable wastes from the campus and canteen etc. It has to be distributed evenly on the sand layer.
5. Layer after layer of chopped bio-wastes, and partially decomposed cow dung was added into the tank up-to a depth of 05-10 ft.
6. After adding all the bio-wastes the earth worms were released over the mixture and the pit was covered with dry straw or gummy bags.
7. Water was sprinkled on a regular basis. To maintain the moisture content of the compost.
8. The tank was covered with a thatch roof to prevent the entry of ants, lizard's mouse, snakes etc and protect the compost from rainwater and direct sunshine.
9. A frequent check was alone to avoid the compost from overheating. A proper maintenance of moisture and temperature is very essential.
10. After about four weeks 4000 to 5000 new worms were introduced and in to about two and half to six months time the organic matter was converted into a usable form. The entire raw material is turned into vermi-compost.

Vermi-compost is ready for harvest when it contains few to no scraps of uncast food or bedding. The pyramid method of harvesting worm compost was used where the compost is separated into large clumps, which is placed back into composting for further breakdown and lighter compost, with which the rest of the process continues.

This lighter mix is placed into small piles on a tarpaulin under the sunlight. The worms instinctively burrow to the bottom of the pile. After a few minutes the top of the pyramid is removed repeatedly, until the worms are again visible. This repeats until the mound is composed mostly of worms. Vermi-compost has been shown to be richer in many nutrients than compost produced by other composting methods.

The plant life in our botanical garden and our oxy-zone received a face-lift as a result of our vermi-compost products. As the worm castings was used for the plants the worm mucus in them prevented the nutrients from washing away with the first watering and holds moisture better than plain soil. It improves soil aeration and enriches soil with micro organisms adding enzymes such as phosphates and cellulose. First and foremost it is economical and helped the institution in saving money.

File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:

The College believes in taking the society at large into consideration for its distinctiveness. In the year 2017, some teachers and students of our institution visited schools in the catchment area belonging to our college. It was felt that we should be doing our bit for the society so teachers of our college took classes in various subjects at BNB Govt. School and Govt. Girls School, Tilda-Neora.

We encouraged even our students to participate and take part. So the active and outgoing students were encouraged and the response from the children was overwhelming. Our teachers also took classes in Govt. School, Tulsi, which is adjoining our college. The students of the schools were very enthusiastic and receptive and showed much interest.

Some faculty members of the Institute contribute a small amount for paying the fee to needy students or for providing electronic gadgets or prizes to the students. The Institute does not keep the record of such contributions.

## 5. CONCLUSION

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### **Additional Information :**

From the academic session 2020-21, the Institute has commenced two programs at PG level : M.A Political Science with twenty seats and M.A. Sociology with the same number of seats. The Institute is attempting to improve the infrastructure particularly new rooms for PG departments, class rooms and other facilities with the assistance of the State Government. It has also sent the estimated proposals to the department of Higher Education for a separate library building and a sports hall.

### **Concluding Remarks :**

The Institute has planned to create more student friendly environment within the campus. It wants to make the students more capable, efficient, and good human beings.