



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

**Govt. D.B. Girls P.G. College,
Raipur. C.G.**

- Name of the Head of the institution **Dr. Kiran Gajpal**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone No. of the Principal **09425212548**
- Alternate phone No. **9425508337**
- Mobile No. (Principal) **09425212548**
- Registered e-mail ID (Principal) **principal.gdc.raipur@gmail.com**
- Address **GOVERNMENT DB GIRLS PG COLLEGE**
- City/Town **Raipur**
- State/UT **Chhattisgarh**
- Pin Code **492001**

2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) **19/04/1988**
- Type of Institution **Women**
- Location **Urban**

- Financial Status **UGC 2f and 12(B)**
- Name of the IQAC Co-ordinator/Director **Dr. K. K. Harris**
- Phone No. **8839324425**
- Mobile No: **9425508337**
- IQAC e-mail ID **iqacdbgirls@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year)) <https://iqac.dbgirls.org/AQAR%2020-2021.pdf>

4. Was the Academic Calendar prepared for that year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.dbgirls.org/Academic%20calander.pdf>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	B++	2.90	2022	26/04/2022	25/04/2027

6. Date of Establishment of IQAC **12/02/2004**

7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Govt. D. B. Girls' P. G. College. Raipur	CPE	UGC, New Delhi	15/10/2010	15000000
Govt. D. B. Girls' P. G. College. Raipur	DST-CURIE	DST, NEW DELHI	18/10/2023	6,792,000

8. Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

9.No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10.Did IQAC receive funding from any funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Financial support of ? 6,792,000 Lakhs under CURIE of WISE-KIRAN Division., DST New Delhi.
2. Implementation of Academic Bank of Credits (ABC) in the college, with all students registered in the portal and thier details and certificates uploaded.
3. Quality enhancement through introduction of modern ICT facilities like interactive panels and smart boards.
4. Quality enhancement through various internal audits- .Energy and Green audits.
5. Organized Conferences in the Department of Chemistry and Sociology along with celbration of Science Day with a Seminar to enhance research quality and build scientfic temper in the College.

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
<p>The IQAC has decided to conduct the following in the forthcoming session: Conferences; Science Day Seminar, FDPs; Study Tours. Value Added Courses; Skill Enhancement Courses.</p>	<p>All goals were accomplished</p>

13. Was the AQAR placed before the statutory body? Nil

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
<p>Governing Council and among the staff members</p>	<p>20/01/2023</p>

14. Was the institutional data submitted to AISHE ? Yes

- Year

Part A

Data of the Institution

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• Location	Urban
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• Name of the IQAC Co-ordinator/Director	Dr. K. K. Harris

• Phone No.	8839324425				
• Mobile No:	9425508337				
• IQAC e-mail ID	iqacdbgirls@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://iqac.dbgirls.org/AQAR%202020-2021.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.dbgirls.org/Academic%20calander.pdf				
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Name of the statutory body	Date of meeting(s)
Governing Council and among the staff members	20/01/2023
14. Was the institutional data submitted to AISHE ?	Yes
<ul style="list-style-type: none"> Year 	
Year	Date of Submission
2022-23	19/03/2024
15. Multidisciplinary / interdisciplinary	
<p>Our institution is a shining example of educational excellence, standing out as a top-tier, multi-disciplinary government establishment in the region. With a student intake capacity of over 4,500, it has become a key player in providing access to higher education. What truly sets this institution apart is its unwavering commitment to inclusivity. It admits a significant percentage (130.49%) of students from reserved categories, surpassing the actual number of reserved seats. Diversity is deeply ingrained in its policies, and the institution's ethos revolves around offering educational opportunities to all, regardless of caste, creed, or socioeconomic status. This commitment reflects the institution's values and its role as a catalyst for societal change. By embracing a diverse student</p>	

body, the college fosters an environment where varied perspectives converge, creating a rich tapestry of ideas and experiences. At the heart of the institution's academic prowess is its meticulously designed curriculum, which goes beyond the conventional by incorporating multidisciplinary facets of development. This dynamic framework provides students with comprehensive knowledge while fostering desirable attributes, instilling professional and social ethics, and nurturing both technical and non-technical skills. The curriculum is aligned with the guidelines set forth by the University Grants Commission (UGC) for the Learning Outcomes-based Curriculum Framework (UGC-LOCF), ensuring that the educational offerings are robust, practical, relevant, and responsive to the evolving needs of the academic landscape. One distinctive feature of the college's academic portfolio is its commitment to providing students with a holistic learning experience. Courses embedded within various programs allow students to explore cross-domain subjects, breaking down traditional academic silos. This approach broadens students' intellectual horizons and equips them with a versatile skill set that transcends the boundaries of specific disciplines. The curriculum also incorporates topics of social relevance and aligns with key initiatives undertaken by both Central and State governments. This forward-thinking approach ensures that students are active participants in shaping and contributing to societal development. As an autonomous institution, the college enjoys academic flexibility, allowing it to adapt swiftly to emerging educational paradigms. This flexibility empowers the institution to amend existing courses and introduce new ones, staying attuned to current local, national, and global developmental needs. The institution is a model of educational excellence, embodying inclusivity, diversity, and a commitment to holistic education. Its curriculum, guided by UGC-LOCF principles, plays a pivotal role in shaping individual careers and contributing to societal progress and development.

16.Academic bank of credits (ABC):

In the 2023-24 academic year, the institution has joined the ABC program, which aligns with the introduction of the Semester System and Choice-Based Credit System (CBCS) at the undergraduate level, following the National Education Policy 2020. This new framework securely stores students' earned credits in their ABC 'Academic Account,' marking a significant shift from the traditional credit system. Starting from the 2023-24 session, students will experience a new way of documenting their academic achievements. The ABC Academic Account acts as a centralized

repository for credits earned throughout their academic journey. This change not only reflects the institution's alignment with modern educational practices but also ensures efficient tracking of students' academic progress. A notable feature of the ABC Academic Account is its portability. If a student transfers to a different institution, their accumulated credits seamlessly transition to the new institution's academic account. This seamless credit transfer mechanism offers greater flexibility for students who may need to relocate or pursue specific academic opportunities elsewhere. Additionally, the system allows for the transfer of credits from one institution to another, facilitating the accumulation of credits in a different program offered by either the same institution or another educational establishment. This inter-institutional credit transfer mechanism supports students' academic mobility and encourages broader exploration of diverse academic disciplines. As students progress through their educational journey, the credits accumulated in their ABC Academic Account become a valuable asset. These credits are not confined to a specific program or institution; instead, they provide students with the flexibility to redeem them according to their chosen degree. This feature enables students to tailor their academic paths, aligning with their individual aspirations and career goals. The adoption of the ABC program, along with the Semester System and CBCS, represents a significant step forward in the institution's commitment to providing a contemporary and flexible learning environment. The integration of the ABC Academic Account enhances the transparency and efficiency of credit management, placing students at the forefront of their educational choices. This system facilitates a seamless transition between institutions and programs, empowering students to shape their academic destinies.

17.Skill development:

The college curriculum is crafted to provide ample opportunities for students to develop their skills, keeping pace with evolving educational trends. By strictly adhering to the University Grants Commission (UGC) guidelines and the UGC-LOCF document, the institution ensures that learning outcomes for all courses are meticulously prepared and frequently evaluated. Over the past five years, more than 50% of the syllabi have been revised, demonstrating the institution's dedication to staying relevant and responsive to local, national, and global developmental needs. A standout feature of the college's educational approach is its strong focus on employability, entrepreneurship, and overall skill enhancement. Beyond theoretical knowledge, all

courses are designed to equip students with practical skills needed in the professional world. Programs like Kathak Nritya, Music, and Sanskrit not only enrich cultural and literary knowledge but also enhance employability. The college has adopted a comprehensive Choice-Based Credit System (CBCS) for Elective Courses, offering students academic flexibility based on their preferences. This system allows students to tailor their educational experience, fostering a sense of ownership and autonomy in their learning journey. The curriculum extends beyond traditional academic subjects, incorporating essential elements such as ethics, gender issues, human values, environmental awareness, and a strong foundation in cultural values. By integrating these aspects, the college aims to nurture well-rounded individuals who are academically proficient, socially responsible, and culturally aware. A key aspect of the college's commitment to continuous improvement is its sophisticated and well-structured feedback system. This mechanism enables students to provide valuable insights into their learning experiences, allowing the institution to make informed adjustments to the curriculum. The feedback loop serves as a dynamic tool for refinement, ensuring that the educational offerings remain responsive to the evolving needs of students and the broader educational landscape. The college's curriculum is a dynamic and responsive framework that goes beyond traditional boundaries. It addresses the immediate skill development needs of students while incorporating elements essential for personal and societal growth. The institution's commitment to continuous improvement, reflected in its proactive approach to curriculum revision and feedback mechanisms, positions it as a forward-thinking educational institution dedicated to the holistic development of its students.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The college's curriculum is designed to seamlessly integrate online teaching methods, using platforms like the college Learning Management System (LMS) - MOODLE and Google Classroom. Additionally, various portals enrich the educational experience, including the National Mission on Education through Information and Communication Technology, Swayam Central, National Programme on Technology Enhanced Learning (NPTEL), NPTEL: Courses (MOOC), IET Digital Library, DELNET, www.cgschool.in, and "Padhai tuhar dwaar" cgschool Registration 2021 (cscportal.in). These platforms encourage students to explore courses from Certificate to Advanced Diploma levels in areas like Computer Application,

Bioinformatics, and Medicinal Chemistry. Departments specializing in Sanskrit, Kathak Nritya, and Music play a crucial role in instilling Indian culture and ethics in students, preparing them to serve as ambassadors of our country on the global stage. Similarly, the Department of Physical Education focuses on the holistic well-being of students, fostering both physical and mental health essential for tackling daily challenges. This department also instills a spirit of sportsmanship, preparing students to face the competitive nature of the world. The diverse array of courses offered provides students with a well-rounded education and opens up extensive career opportunities. The college's curriculum goes beyond traditional teaching methods, actively embracing technology and diverse online platforms to enhance the learning experience. The inclusion of cultural and physical education components underscores the institution's commitment to nurturing well-rounded individuals capable of meeting the demands of a dynamic and competitive world. This multifaceted approach broadens students' academic horizons and equips them with the skills and values necessary for success in a global context.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The college is dedicated to outcome-based education, ensuring that Course Outcomes (COs) are carefully defined for every course by individual departments. Transparency is a priority, with Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and COs for all programs prominently displayed on the college website. This information is effectively communicated to teachers, students, and parents, fostering a shared understanding of educational goals. Learning Outcomes are essential in shaping the teaching and learning framework. They clarify course expectations, enhancing the understanding of the learning process. Beyond academics, Learning Outcomes provide insights into employability, skill development, and entrepreneurial prospects for each course. They also address cross-cutting issues like gender, environment, values, and professional ethics, aligning with UGC-LOCF standards. The institution ensures widespread dissemination of Learning Outcomes through various channels, including prospectuses, orientation programs, notice boards, LED signage, and the college website. This effort targets parents, encouraging students to explore skill-oriented and value-based courses for their overall development. The Academic Council plays a crucial role in curriculum development, incorporating POs, PSOs, and COs for all programs. College teachers actively participate in boards of studies and syllabus sub-committees,

ensuring alignment between perceptions and outcomes, thus enhancing the quality of teaching and learning. In a student-centric approach, teachers engage in meaningful interactions with students, clearly articulating what they are expected to gain by the end of each program. The institution leverages the experiences of successful alumni, inviting them to share insights with students and teachers during events and meetings, providing real-world applications of their education. The commitment to continuous improvement is evident in regular discussions within the Internal Quality Assurance Cell (IQAC) meetings. Insights from these meetings are shared at the departmental level, informing both teachers and students. The institution acknowledges potential challenges in achieving these outcomes and actively addresses them, ensuring a proactive and adaptive approach to education. Recognizing the importance of career guidance, the college organizes career counseling lectures and capability enhancement programs. These initiatives effectively communicate learning objectives and expected outcomes, empowering students to make informed decisions about their educational and professional paths. In essence, the college's dedication to outcome-based education, transparency, and continuous improvement is woven into its academic culture. By fostering effective communication, engagement, and proactive measures, the college ensures that its students not only meet but exceed the outlined learning objectives, preparing them for success in their careers and beyond.

20.Distance education/online education:

Our teaching approach is all about embracing online education, which is at the heart of our methods. By integrating digital tools, we offer students a rich and dynamic learning experience. We use platforms like the college Learning Management System (LMS) - MOODLE and Google Classrooms as virtual classrooms. These platforms facilitate interactive sessions, resource sharing, and collaboration among students and educators, creating a global learning community that transcends physical boundaries. Beyond our institutional platforms, we leverage various external portals and initiatives to expand educational opportunities for our students. The National Mission on Education through Information and Communication Technology provides a wealth of learning materials and tools. The Swayam Central platform, a national initiative by the Government of India, offers access to a diverse range of courses from reputed institutions, enriching our students' learning journey. We are also affiliated with the National Programme on Technology Enhanced Learning (NPTEL), where

students can explore Massive Open Online Courses (MOOCs) tailored to their academic interests. These courses supplement our curriculum and empower students to delve deeper into specialized areas of study. We tap into the IET Digital Library, a comprehensive repository of cutting-edge research and technological advancements, exposing our students to the latest developments in their fields. Our collaboration with DELNET (Developing Library Network) provides access to a vast network of libraries, enhancing our commitment to a research-driven culture. Recognizing the importance of regional connectivity and accessibility, we engage with www.cgschool.in, a platform that serves as a gateway to educational opportunities. The "Padhai tuhar daar" initiative on cgschool Registration 2021 ensures that education reaches every aspiring learner, extending our reach to remote areas and making quality education more accessible and inclusive. In essence, our approach to online education is multifaceted, embracing both institutional platforms and external collaborations. By incorporating a variety of online resources, we aim to provide our students with a holistic and well-rounded educational experience. This blended learning approach not only adapts to the digital age but also empowers our students to thrive in an ever-evolving and interconnected global landscape.

Extended Profile

1.Programme

1.1 72

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 3952

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 1242

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 3686

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 799

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 98

Number of full-time teachers during the year:

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	72
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Student	
2.1 Total number of students during the year:	3952
File Description	Documents
Institutional data in Prescribed format	View File
2.2 Number of outgoing / final year students during the year:	1242
File Description	Documents
Institutional Data in Prescribed Format	View File
2.3 Number of students who appeared for the examinations conducted by the institution during the year:	3686
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1 Number of courses in all programmes during the year:	799
File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	98
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3	99
Number of sanctioned posts for the year:	
4.Institution	
4.1	1150
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	68
Total number of Classrooms and Seminar halls	
4.3	135
Total number of computers on campus for academic purposes	
4.4	99.87
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Our institution is a pioneer in education, creating curricula that meet the ever-changing needs of local, national, regional, and global landscapes. Rooted in the UGC's Model Curriculum, our educational framework showcases our commitment to excellence. By following the Learning Outcomes-based Curriculum Framework (UGC-LOCF) guidelines, we ensure that our curriculum is a dynamic tool for addressing contemporary challenges, not just a static

document. As an autonomous institution, we have the agility to quickly adapt to the changing educational environment. This flexibility allows us to continually refine existing courses and introduce new ones, ensuring our curriculum remains at the forefront of local, national, and global developmental needs.

Our courses break away from traditional molds by embracing cross-disciplinary subjects, going beyond conventional academic boundaries. In addition to core program-related studies, our curriculum includes important topics of social relevance and government initiatives. We encourage students to pursue courses at various levels, from Certificate to Advanced Diploma, demonstrating our commitment to inclusive education. This approach caters to diverse aspirations and fosters a well-rounded, socially conscious generation of graduates.

Our institution serves as a learning hub, shaping individuals not just as experts in their fields but as versatile contributors to societal progress. This multifaceted approach ensures that students are equipped with the knowledge and skills necessary to thrive in a dynamic and interconnected world.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	Nil

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

06

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	No File Uploaded

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

799

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	No File Uploaded
Any additional information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

0

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	No File Uploaded
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	No File Uploaded

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

799

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The college takes a holistic approach to education by seamlessly

integrating important issues into its curriculum. By addressing critical areas such as Professional Ethics, Gender Sensitization, Human Values, and Environmental Sustainability, the curriculum reflects the institution's commitment to nurturing socially conscious and ethically grounded individuals. Aligned with the UGC Model Curriculum, the learning plan ensures compliance with the UGC-LOCF Document and is updated regularly in accordance with UGC guidelines.

Various courses provide in-depth exploration of these issues. Sociology and Psychology courses delve into human relationships and ethical considerations, while History courses offer contextual understanding. Postgraduate programs incorporate Environmental Studies into subjects like Chemistry, Zoology, Home Science, and Geography.

Beyond coursework, the institution enhances the curriculum with workshops, seminars, and activities that instill qualities such as Professional Ethics, Gender Sensitization, Moral and Human Values, and Environmental Responsibility. This multifaceted approach ensures that graduates not only excel in their academic disciplines but also emerge as responsible global citizens, equipped to navigate the complexities of an ever-changing world.

The college's commitment to a well-rounded education is evident in its efforts to integrate these critical issues into the curriculum, providing students with the knowledge and skills necessary to make a positive impact on society. By fostering a comprehensive understanding of these topics, the institution prepares students to be thoughtful, ethical, and engaged members of the global community.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	No File Uploaded

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

17

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	No File Uploaded
Any additional information	No File Uploaded

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

2502

File Description	Documents
List of students enrolled	View File
Any additional information	No File Uploaded

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

1543

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	No File Uploaded

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.dbgirls.org/FeedbackAnaysisReport.aspx
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.dbgirls.org/FeedbackAnaysisReport.aspx
Any additional information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1718

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1216

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution addresses the diverse educational needs of students from various socio-economic backgrounds by employing a comprehensive assessment approach to identify both slow and advanced learners. This includes evaluating their performance in prior qualifying exams, assessing their abilities and skills, observing classroom interactions, conducting counseling sessions, and utilizing both formative and summative assessments.

To help slow learners catch up with their advanced peers, the college adopts the Yugal Model (based on Yusha'u, 2012). This approach involves several key steps to ensure a tailored intervention strategy. First, the institution identifies the specific problems faced by slow learners. This involves understanding their unique challenges, followed by remedial instruction is provided to address these issues. This is followed by tests and evaluations to measure progress and identify areas that still need improvement. Finally, a comparison of past and present results is conducted to assess the effectiveness of the interventions and make necessary adjustments.

The college provides additional resource materials, such as study guides, online resources, and access to learning centers.ensuringthat all students have the opportunity to excel. This holistic approach not only improves academic performance but also boosts the confidence and motivation of slow learners, preparing them for future challenges.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.dbgirls.org/Default.aspx

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/07/2023	3952	98

File Description	Documents
Upload any additional information	No File Uploaded

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:

The college is dedicated to a student-centric approach, enhancing the learning experience through methods identified at the start of the academic year based on inputs from mentors and faculty. This commitment is reviewed at the end of the year to ensure continuous improvement.

Focusing on learner-centric techniques, the college employs various strategies for comprehensive student development. Teachers use Information and Communication Technology (ICT) to facilitate experiential and participative learning. This includes group discussions, seminars, project work, surveys, and industrial visits. Practical learning is emphasized, with students conducting experiments related to theoretical topics to foster experiential understanding. Group discussions help address doubts and reinforce conceptual grasp, while project work deepens understanding. Field visits and guest lectures offer real-world insights.

The college also supports students pursuing certificate courses alongside their regular studies. This dedication to student-centric methods goes beyond conventional teaching, creating a dynamic educational environment where engagement, collaboration, and practical application are paramount. This approach ensures that students actively participate in their educational journey, fostering a holistic and enriching learning atmosphere.

By integrating these diverse methods, the college not only enhances academic learning but also prepares students for real-world challenges, ensuring they emerge as well-rounded individuals ready to contribute to society.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional Information	https://www.dbgirls.org/Default.aspx

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

The college faculty makes extensive use of Information and Communication Technology (ICT) tools and e-resources, such as video/audio/PDF e-lectures. These educational materials are systematically organized and uploaded to individual faculty YouTube channels. Additionally, the college has a premium Google Workspace for Education license, offering unlimited cloud storage and participant capacity. This facilitates the use of the Google Learning Management System (LMS) through Google Classroom for each class and faculty member.

Furthermore, the college employs its own open-source LMS, MOODLE, where comprehensive course materials for all programs are accessible for reading or downloading by students. Majority of the classrooms are equipped with ICT capabilities with Local Area Network or WiFi connectivity, enabling the deployment of the college LMS through DLP projectors, LED, LCD, and TFT screens. Each department is equipped with DLPs and laptops.

Smart classes are outfitted with projectors and monitors, facilitating live streaming of online classes. Students also have access to various online educational platforms, including SAKSHAT, Swayam Central, NPTEL, MOOC courses, IET Digital Library, DELNET, and "Padhai tuhar dwaar" cgschool. This comprehensive integration of technology enhances the learning experience, providing students with diverse resources and opportunities for interactive and engaging education.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://lms.dbgirls.org/
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues**2.3.3.1 - Number of mentors**

98

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Our college operates under the directives and orders issued by the Department of Higher Education, Government of Chhattisgarh. Each year, the department prepares the academic calendar for all Government Colleges and oversees its progress and implementation throughout the year. Faculty members are required to meticulously follow the academic calendar. The autonomous examination cell plays a crucial role in completing the examination process and declaring results according to the predetermined schedule outlined in the academic calendar.

At the beginning of each session the departments formulates a 'Teaching Plan' for each faculty member, which is then approved by the respective department head. It includes detailed implementation steps meticulously recorded in the daily diary of the subject, providing a structured guide for faculty to follow the academic schedule.

To maintain accountability, teachers keep a regular attendance register, and a comprehensive teaching record of all topics is documented in a "Teaching Diary." This systematic approach ensures not only compliance with the academic calendar but also transparency and accountability in the teaching and assessment processes.

By adhering to these structured processes, the college ensures that all academic activities are conducted smoothly and efficiently, providing a well-organized and effective learning environment for students.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

98

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	No File Uploaded

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

59

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	No File Uploaded

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

968

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	No File Uploaded

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

38

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	No File Uploaded

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

766

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	No File Uploaded

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

Our college's Continuous Internal Assessment (CIA) system goes beyond final exams by incorporating regular unit tests and term examinations for ongoing evaluation. The integration of IT and reforms in the CIA system includes various measures such as automated SMS notifications, online exams via the college Learning Management System (LMS), and the administration of unit tests and quizzes through the College LMS. The assessment of online exams is automated through examination software managed by the Autonomous Cell, with the evaluated data subsequently transferred to the Examination Management System (EMS).

The EMS plays a pivotal role in the college's operations, facilitating the enrollment of students and managing their entire journey from admission to course completion including feedback. The curriculum's Choice-Based Credit System (CBCS)

features are seamlessly incorporated into the EMS. This system serves as a centralized repository for student information, encompassing details such as selected subjects, CIA evaluation results, annual and mid-term examination results, fees information, and attendance records.

To enhance the security of mark sheets and ensure transparency in the examination process, the EMS employs barcoding and QR codes. Students are notified through various channels, including automated emails and SMS.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.dbgirls.org/Default.aspx

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Our approach is guided by the UGC Model curriculum, adhering to the Learning Outcomes-based Curriculum Framework (UGC-LOCF) for curriculum preparation, modification, updates, and implementation. The College Website serves as a platform for stakeholders to access the compiled Course Outcomes (COs) and Programme Specific Outcomes (PSOs). COs outline the knowledge and skills students are expected to acquire upon completing a course, while PSOs and COs together foster specific outcomes in our students.

Detailed program and course outcomes are readily available on the College Website, accessible through the provided links in the additional information section. To ensure widespread awareness, learning outcomes are effectively communicated via various channels such as the prospectus, orientation programs, notice boards, LED Signage Boards, and the College website. This dissemination strategy particularly targets parents, encouraging enrollment in skill-oriented and value-based courses.

We utilize diverse platforms to share the POs and PSOs with stakeholders. Comprehensive information is uploaded to the College Website for easy access. Physical and digital displays on notice boards and LED Signage Boards provide on-site visibility. Induction and orientation programs serve as

opportunities to communicate learning outcomes. Parent-teacher meetings and alumni meets offer direct engagement with parents and alumni for awareness. The student-industry interface bridges the gap between academia and industry, communicating outcomes relevant to professional growth. Participation in campus recruitment drives aligns with program outcomes, fostering connections with industry expectations.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	No File Uploaded
Link for additional Information	https://www.dbgirls.org/Default.aspx

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The college measures the achievement of Program Outcomes (PO), Course Outcomes (CO), and Program Specific Outcomes (PSO) primarily through examination results. For Undergraduate (UG) programs, the college uses a "Direct Attainment Process," which considers both the pass percentage and students' progression to higher studies. At the Postgraduate (PG) level, the evaluation of Program Outcomes and Course Outcomes follows a distinct system.

The overall attainment process includes two components: Direct Attainment, where examinations contribute 80% and other factors make up the remaining 20%, and In-Direct Attainment, which involves feedback from various sources.

To assess the levels of attainment for POs, PSOs, and COs, the college actively gathers feedback from stakeholders. Additionally, several measures are in place to ensure the achievement of Learning Outcomes. These include strict adherence to the Academic Calendar, maintenance of a Teaching Diary, analysis of year-wise and semester-wise Evaluation Reports, review of students' academic progress, identification of students as slow or advanced learners, alumni feedback, data obtained from the Learning Management System (LMS), and outcomes of Employability Enhancement Programs.

By implementing these comprehensive measures, the college

ensures that students achieve their learning outcomes, preparing them for future academic and professional success.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.dbgirls.org/Default.aspx

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1204

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://www.dbgirls.org/Feedback/2022-2023%20SSS%20REPORT.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

The college's dedication to advancing academic research is evident through ongoing enhancements in its various research centers. Each department is committed to fostering an environment conducive to scholarly pursuits, with recent developments highlighting the institution's efforts to bolster research capabilities.

To encourage and promote quality research, the college provides seed money for research and Intellectual Property Rights (IPRs) to the faculty. Efforts to strengthen research initiatives include appointing a research guide and five research scholars, augmenting instruments, and establishing a Herbarium, demonstrating a robust commitment to creating an advanced research infrastructure.

The college has also appointed two research guides and enrolled two research scholars to strengthen the research foundation within the department. Additionally, the institution has expanded its resources by acquiring 51 books and a computer, showcasing its dedication to providing comprehensive support for research endeavors.

The integration of GPS facilities and a collaborative partnership with TISS enhances geographical research capabilities. Acknowledging research guides and supplementing resources with additional books and magazines fortifies research capabilities. Researchers have access to an expanded collection of books and journals, reflecting the college's commitment to comprehensive academic support.

The Department of Psychology has improved its tools, including SPSS software and additional computing resources. The Economics department is officially recognized as a research center by the affiliating university, underscoring the college's commitment to advancing economic research.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.dbgirls.org/ResearchPolicy.aspx
Any additional information	No File Uploaded

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the

year (INR in lakhs)	
0	
File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	No File Uploaded
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	No File Uploaded
Any additional information	No File Uploaded
3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year	
0	
File Description	Documents
e-copies of the award letters of the teachers	No File Uploaded
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded
3.2 - Resource Mobilization for Research	
3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)	
15442000	

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

01

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

37

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

02

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://ccost.cg.gov.in/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

To nurture entrepreneurial skills, the college organizes workshops and awareness initiatives. Students are encouraged to participate in exhibitions and government programs, providing platforms to showcase and sell their creations developed under departmental guidance. The institution actively promotes innovative practices among both faculty and students, with special assessment programs aligning students' employability skills with market demands.

Entrepreneurship Awareness Camps are held for both faculty and students. The Women Study Centre leads initiatives promoting innovation, knowledge transfer, research, entrepreneurship, community engagement, and incubation. The college is also in the process of applying for a postgraduate certificate course in the second phase. The Home Science Department's Food Science laboratory has conducted several relevant programs. Research findings are promptly shared through various extension and outreach activities. Additionally, the college offers consultancy services across various departments.

The Incubation and Placement Cell facilitates student-industry interactions, organizing awareness programs on employability skills and professional ethics. Many students have successfully secured placements through the college's collaboration with TISS. By integrating these diverse initiatives, the college ensures that students are well-prepared for entrepreneurial ventures and professional success, fostering a dynamic and supportive learning environment.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.dbgirls.org/WSC.aspx

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

11

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

33

File Description	Documents
URL to the research page on HEI website	https://www.dbgirls.org/ResearchPolicy.aspx
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	No File Uploaded

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

49

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	No File Uploaded

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

61

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

4

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

2

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

.20

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

.14

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The college is deeply involved in community extension activities, aiming to foster students' holistic development by raising awareness about social issues. Collaborating with various college departments, NSS, NCC, and the Youth Red Cross Society, the institution focuses on the well-being of the local community, addressing and sensitizing individuals to their social challenges.

The college has adopted five nearby villages, further demonstrating its commitment to community development. NCC cadets from the college regularly participate in events such as the RDC New Delhi, Thal Sainik Camp (TSC) Delhi, National Integration Camp, Delhi, Tracking, Movlankar shooting camp, Short Service Board Camp, Delhi (Indian defense force), Ek Bharat Shreshtha Bharat, and Youth Exchange Camp. These efforts have earned the NCC officer of the college the prestigious Raksha Sachiv award.

The college actively supports the Swachh Bharat Abhiyan, conducts awareness campaigns on traffic rules during traffic week celebrations, promotes Nasha Mukti Abhiyan, and provides essential items like food, clothing, masks, stationery, books, utensils, and medicines to the community during times of crisis. The institution also commemorates International Yoga Day, organizes Tree Plantation drives, observes NCC day, and

participates in global events such as World AIDS Day and Cancer Day.

Furthermore, the college hosts Blood Donation Camps, Eye check-up and Donation Camps, Disaster Management Programs, and events focusing on Health and Hygiene. These initiatives reflect the college's dedication to fostering a socially responsible and engaged student body.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://dbgirls.org/Criteria-III/3.6.1_Extension_activities_are_carried_out_in_the_neighbourhood_community.pdf

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

4

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	No File Uploaded

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

17

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

737

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

6

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	No File Uploaded

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

10

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	No File Uploaded

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 equipments, etc.

The institution's strength lies in its wealth of expertise and robust infrastructure. Located in the heart of the city, the campus spans 4.47 acres and includes four blocks with 68 classrooms, 16 laboratories, a canteen, an office area, and four

hostels accommodating over 700 students from remote rural areas. Additionally, the college owns an expansive 301 acres of cultivated land, which significantly contributes to revenue generation, ensuring ample resources for the noble cause of women's education.

The technological infrastructure is noteworthy, with 133 computers, including three computer laboratories housing a total of 76 computers, 72 of which are dedicated to student use. The institution's commitment to modern education is further evident in the two-storied building constructed with a RUSA grant, featuring eight spacious lecture halls, some accommodating up to 100 students.

The college stands out with 31 smart classrooms equipped with ICT facilities, providing an advanced learning environment. The state-of-the-art Indoor Sports Complex caters to a variety of indoor sports, enhancing the overall well-being of students. Demonstrating inclusivity, the college ensures a differently-abled friendly campus, offering facilities to accommodate the needs of all students. The campus is Wi-Fi enabled, fostering a digitally connected and collaborative learning environment. Additionally, the implementation of ICT facilities and a biometric attendance system reflects the institution's commitment to embracing technological advancements for efficient and streamlined operations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://dbgirls.org/Criteria-IV/4.1.1_Institution_has_adequate_infrastructure_and_physical_facilities_for_teaching_learning.pdf

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

Our college is dedicated to fostering cultural activities, providing dedicated spaces such as an auditorium and seminar halls. Each of the four hostels also features individual halls specifically designated for cultural events.

The auditorium, with a seating capacity of approximately 500-600

people, including the balcony, is a notable feature of the institution. Equipped with an attached green room, the auditorium holds a distinguished status, having hosted the Honorable Smt. Pratibha Devi Singh Patil, the then President of India, in 2008. Throughout the year, it hosts various academic, literary, and cultural events, as well as awareness programs and official ceremonies such as induction programs, oath ceremonies, prize distributions, social gatherings, and sports activities. Additionally, it serves as a venue for programs initiated by various government and non-government agencies, including voter awareness programs, election training, and serving as a nodal center for university valuation. The sports department also utilizes the auditorium for yoga demonstrations, classes, and indoor games activities, with students actively participating in competitions involving games like badminton, table tennis, chess, and carrom.

The seminar hall, equipped with state-of-the-art ICT facilities, has a seating capacity for approximately 250 persons, providing an ideal space for seminars and workshops. Additionally, the indoor stadium within the college campus offers a dedicated space for various indoor sports and activities, enhancing the overall well-being of students.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://dbgirls.org/Criteria-IV/4.1.2 Institution has adequate facilities for cultural activities.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

56

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)**99.87**

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

Our library operates efficiently using Integrated Library Management Software (ILMS), specifically the Software for University Libraries 2.0 (SOUL 2.0), developed by INFLIBNET. SOUL 2.0 handles all routine library transactions and management tasks. The library also offers serene reading rooms with adjacent racks housing reference books.

To enhance accessibility, the library features an Online Public Access Catalogue (OPAC), which is easily accessible to students, staff, and the general public through our website. The OPAC facilitates effortless searches for titles, authors, publishers, and more, seamlessly integrated with the SOUL software. Additionally, the library provides access to a wide range of online resources, including e-journals through N-List, e-Shodh Sindhu, Shodhganga, e-books from Oxford University Press, N-List, and the National Digital Library. These resources are available to students via dedicated terminals equipped with PCs. The library also offers photocopying and printing facilities for students' convenience.

The maintenance of books in the library is efficiently managed through ILMS, and the library's OPAC has been automated since 2011, providing stakeholders with a user-friendly interface for their informational needs. This comprehensive system ensures that our library remains a valuable resource for the academic community, supporting research and learning with ease and efficiency.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://dbgirls.org/Criteria-IV/4.2.1_Library_automated_using_Integrated_Library_Management_System.pdf

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

.139

File Description	Documents
Audited statements of accounts	No File Uploaded
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

35

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institution has developed a comprehensive IT policy that covers the entire IT infrastructure, its utilization, and ethical considerations. Additionally, a well-equipped UGC Network Resource Center (UGC-NRC) with two computer laboratories is available. A dedicated Website Committee is responsible for uploading and updating content on the College Website.

The institution provides both intranet and internet connectivity to its employees and students. The UGC-NRC of the college manages web connectivity needs, offering internet speeds of 300 MBPS, evenly distributed through a dedicated Local Area Network (LAN) and WiFi to all classrooms and departments. Multiple Subscriber Set Identifiers (SIIDs) are configured within the campus to ensure seamless connectivity.

The College IT Policy includes several key resolutions: ensuring internet connectivity across the campus, maintaining secure and clean browsing practices, safeguarding stakeholder data, providing fundamental IT facilities, implementing IT measures, discouraging policy violations, maintaining essential facilities, and enhancing the IT infrastructure to meet stakeholder requirements.

By adhering to these resolutions, the college ensures a robust and secure IT environment that supports the academic and administrative needs of the institution. This commitment to technological advancement reflects the institution's dedication to providing a modern and efficient learning environment for its students and staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://dbgirls.org/Criteria-IV/4.3.1_Institution_has_an_IT_policy_covering_wifi_cyber_security.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
3952	135

File Description	Documents
Upload any additional information	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 250 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	No File Uploaded

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://dbgirls.org/Criteria-IV/4.3.4_Media_Centre.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

99.87

File Description	Documents
Audited statements of accounts	No File Uploaded
Upload any additional information	View File

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

The institute employs a systematic approach to ensure the maintenance and efficient utilization of its physical, academic, and support facilities.

Laboratories:All laboratories are kept up-to-date with the support of the UGC Basic Science Research grant (BSR).

Library:The library is automated using ILMS (SOUL 2.0) and includes designated areas for students, research scholars, visually challenged individuals, and staff members. A library advisory committee is in place, and regular feedback is solicited to improve services.

Sports:The institution boasts a spacious sports complex, open gym, and playground, which are optimally utilized by students for both indoor and outdoor games. Adequate sports equipment is available, and students receive comprehensive training from a dedicated physical instructor.

Computers:With a total of 133 computers and three well-equipped Wi-Fi computer labs, the institution is a member of the Microsoft Academic Alliance (MSDN). Each department is equipped with Information and Communication Technologies (ICTs), contributing to an internet and Wi-Fi-enabled campus. Regular testing ensures LAN and internet connectivity, and the institution features a state-of-the-art seminar hall.

Extra-Curricular Activities: The institute facilitates various academic and cultural activities through its auditorium and seminar hall.

Canteen Facility:The college houses an economical and hygienic canteen, with food quality and cleanliness monitored by the Food & Nutrition Department.

By maintaining these facilities, the institution ensures a conducive environment for learning, research, and overall student development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://dbgirls.org/Criteria-IV/4.4.2_established_systems_and_procedures_for_maintaining_and_utilizing_physical.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

1571

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	No File Uploaded

5.1.2 - Number of students benefitted by scholarships and freeships provided by the

institution and non-government agencies during the year

40

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://dbgirls.org/Criteria-V/5.1.3 Capacity development and skills enhancement activities.pdf
Details of capability development and schemes	View File
Any additional information	No File Uploaded

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

144

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines

A. All of the above

of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

159

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of outgoing students progressing to higher education

46

File Description	Documents
Upload supporting data for students/alumni	No File Uploaded
Details of students who went for higher education	View File
Any additional information	No File Uploaded

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

04

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	No File Uploaded

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year**

42

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The college maintains an active student council, established through either merit-based nominations or elections, as determined annually by the affiliating University and the Department of Higher Education. Guided by the Professor in-Charge and directed by the Principal, the Student Council adheres to established norms and meets regularly. Departmental societies are similarly formed through merit or opinion-based elections, following departmental guidelines.

The Student Council structure includes a President, Vice President, Secretary, Joint Secretary, and class representatives, all selected through elections or nominations. Co-curricular and Academic Activity Societies, such as the Cultural Society and Social Work Society (which encompasses the Youth Red Cross Society, NCC/NSS, and Nature Club), are integral parts of the council.

The Student Council engages in a variety of activities,

including co-curricular endeavors, academic initiatives such as essay competitions, quizzes, and field visits, cultural events throughout the year, and active participation in various social and outreach programs.

However, it is important to note that due to the impact of the COVID-19 pandemic, the student council was not formed, and consequently, fewer activities were carried out during the academic session of 2022-23. Despite this, the college remains committed to fostering student engagement and leadership through its various councils and societies.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://dbgirls.org/Criteria-V/5.3.2 Presence of an active Student Council & representation of students.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

06

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The College has an operational and officially registered Alumni Association (Registration No. 11333, dated 5.4.2007), which plays a crucial role in the institution's continuous growth and advancement. The alumnae of the college have achieved notable distinctions, establishing themselves in various global domains such as the Army, Army Medical Corps, and Academia. To foster connectivity and collaboration, the college regularly organizes Alumni Meets and alumnae-centric programs, drawing enthusiastic

participation from a large number of alumni who share their insights and recommendations for the college's development.

Alumni engages in active participation in both curricular and co-curricular activities. The establishment of the "Legal Awareness Cell" in September 2014 is a testament to this commitment, with alumnae contributing their expertise to educate students on diverse legal issues. Additionally, alumnae serve as members of the Board of Studies in all departments, offering valuable feedback for curriculum enhancement. Expert talks by distinguished alumnae are also organised.

Recognizing the importance of financial support, the alumnae have made significant contributions to the college's development. A dedicated fund, totaling Rs. 261,000, has been created through alumnae financial contributions, actively utilized for the general advancement of the College. The Alumni Association's initiatives and contributions significantly enhance the college's ability to provide a well-rounded and enriching educational experience for its students.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://dbgirls.org/Criteria-V/5.4.2_Alumni_financial_contribution.pdf

5.4.2 - Alumni's financial contribution during the year

C. 5 Lakhs - 10 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

At the core of the institute's values is its guiding philosophy, reflected in the motto "Aaroh Tamso Jyotih - From darkness to light." This principle shapes the institution's vision and mission, driving its progress.

Vision:

The institute is dedicated to enhancing quality education, inspiring individuals, and building confidence through the learning process. Its ultimate aim is to nurture responsible citizens who can face academic challenges with self-assurance and develop indigenous methods to solve various problems.

Mission:

The institute's mission is broad and multifaceted. It seeks to create a dynamic teaching and learning environment that fosters a research-oriented mindset, encourages the pursuit of higher knowledge, and promotes skill-based and experiential learning. A key focus is on providing quality education for female students, blending tradition with modernity, and integrating professional and vocational education with conventional courses for overall growth. Additionally, the institute aims to promote personal and community development by making students aware of socio-economic issues.

To achieve its vision and mission, the college embraces innovation and good governance. E-Governance is actively used in key areas such as admissions, academics, examinations, and library management, ensuring efficiency and transparency. The administrative framework is well-structured, with the Principal leading the institution, supported by Heads of Departments, Committee Conveners, the Controller of Examinations, Finance Officer, Librarian, Registrar, Office Head Clerk, Hostel Manager, Accountant, and other staff. Together, they work towards fulfilling the institute's goals and ensuring holistic development.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://dbgirls.org/Criteria-VI/6.1.1_Governance_of_the_institution_is_reflective_of_an_effective_leadership.pdf

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The college follows a decentralized and participative management

approach, ensuring collective decision-making and active involvement of all stakeholders. At the start of each academic session, various committees are formed, allowing faculty, staff, and students to contribute to the institution's growth. The success of the college is a result of teamwork, with the Principal and faculty playing key roles in shaping and implementing policies related to academics and administration.

This inclusive approach creates a well-organized structure, fostering innovation and collaboration. It encourages the development of research-driven projects that address emerging academic and industry needs, ultimately benefiting students. Participative management strengthens the connection between students, faculty, and institutional effectiveness, improving the overall quality of education.

Moreover, this system facilitates the establishment of externally funded research centers, securing training grants, advanced instrumentation, and financial support for postgraduate students. By promoting teamwork and cooperation, the college not only enhances internal efficiency but also builds strong external partnerships. This enables the institution to expand its academic and research capabilities, providing students with better opportunities for learning, innovation, and professional growth. Through participative management, the college continues to evolve as a hub of excellence in education and research.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	No File Uploaded
Paste link for additional Information	https://dbgirls.org/Criteria-VI/6.1.2_Case_Study_Minutes.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

After the second cycle assessment by NAAC, the College's Internal Quality Assurance Cell (IQAC) took proactive steps to implement the recommendations given by NAAC. One of the key suggestions was to introduce new job-oriented Certificate and

Diploma PG courses, which was successfully put into action. Understanding the importance of this initiative, the IQAC carefully planned the launch of these programs.

A detailed perspective plan was prepared for the five-year period from 2021-22 to 2025-26, incorporating valuable inputs from all stakeholders. This plan was then systematically divided into yearly strategic agendas to ensure smooth execution. The college follows a structured developmental approach, where the perspective plan aligns with the broader master plan, setting clear goals, objectives, and action points.

Previous perspective plans have been successfully implemented, covering crucial areas such as ICT, library development, physical infrastructure, instrumentation, curriculum enhancement, teaching and learning methods, research and development, and examination and evaluation reforms.

A significant feature of the college is its Women's Study Centre (WSC), the only one of its kind in Chhattisgarh. The WSC plays a crucial role in promoting women-centric studies, making a meaningful impact on academics and society. The institution remains dedicated to continuous growth, guided by strategic planning and the effective execution of key recommendations.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://dbgirls.org/Criteria-VI/6.2.1_examination_reforms_workshop.pdf
Upload any additional information	View File

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

The administration of the Chhattisgarh Government functions in a well-structured manner, with the Secretary and the Principal forming its core. While both play crucial roles, the Secretary holds the final authority in all financial matters. The Governing Body, chaired by a nominee appointed by the State Government, is an essential decision-making body. The Principal serves as an ex-officio member of this body, ensuring academic and administrative coordination. One of its key responsibilities

is to approve new degree and diploma programs, following the recommendations of the Academic Council, while strictly adhering to the guidelines set by the University Grants Commission (UGC) and the State Government.

The Academic Council, headed by the Principal, plays a significant role in shaping the institution's academic framework. It has the authority to examine and approve proposals put forth by the Boards of Studies, suggest new academic programs to the Governing Body, and oversee various administrative and academic activities for the institution's smooth functioning.

Each department has a Board of Studies, which is entrusted with curriculum development, introducing innovative teaching and evaluation methods, recommending examiners to the Academic Council, and coordinating research, teaching, and other academic initiatives.

This structured administrative system ensures a seamless decision-making process, promoting academic excellence. The collaborative functioning of the Governing Body, Academic Council, and Boards of Studies reinforces the institution's dedication to maintaining high educational standards and fostering innovation in teaching and research.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.dbgirls.org/Documents/AQAR%20
Upload any additional information	View File
Paste link for additional Information	Nil

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

The institution has introduced several welfare schemes to support the professional growth and well-being of both teaching and non-teaching staff. For faculty members, structured career advancement schemes are in place, particularly benefiting those with higher qualifications like M.Phil. and Ph.D. To further their academic and professional development, the college actively organizes international, national, and state-level symposiums, conferences, seminars, and workshops.

In addition, faculty members are granted duty leave, allowing them to participate in research activities, both major and minor. Recognizing the growing importance of digital skills, the institution offers free and need-based computer training programs to teaching staff. Furthermore, all faculty members receive complimentary N-list memberships, giving them access to a vast collection of academic and research resources. The institution also ensures that all government-sanctioned leave benefits are provided as per official norms. The recommendations of the 7th Pay Commission, in line with UGC guidelines, are strictly implemented to maintain fairness and transparency.

Similarly, the non-teaching staff also benefits from various welfare initiatives. They are entitled to duty leave in accordance with government regulations and have access to free computer training programs tailored to their needs. Government schemes ensure they receive all applicable leave provisions, and pay benefits are provided in alignment with recommendations from the Government Pay Commission.

Through these initiatives, the institution remains committed to

fostering the professional development, job satisfaction, and overall welfare of both teaching and non-teaching staff members.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.dbgirls.org/Documents/AQAR%202023-24/6.3.1 Institution has effective.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

1

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

1

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

18

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Effective financial planning is crucial for the smooth and consistent achievement of goals, and it ensures that the financial needs of the college are aligned with its growth objectives. This process plays an essential role in supporting the strategic development of the institution. The college takes a proactive approach by planning finances well in advance and implementing efficient budgeting and control mechanisms, which involve various departments and administrative sections.

To ensure transparency and accountability, the financial planning and review process occurs regularly through the Finance Committee. This committee consists of the Principal, faculty members, and accounting staff, who thoroughly review income-expenditure statements and suggest actionable plans for the future. The college has also established clear Financial Rules that provide a structured approach to financial management.

The financial system is designed with flexibility, allowing for spending beyond the allocated budget when justified by specific needs and requirements. To ensure optimal use and execution of the budget, both internal and external audits are conducted regularly. The internal and external audits are carried out by the audit committee and the accounts department, ensuring a detailed evaluation of the financial practices. Additionally, annual external audits by chartered accountants and scrutiny by the Accountant General of the Chhattisgarh Government, along with their team, add an extra layer of oversight. The audit reports, which include a comprehensive assessment of government scholarships and grants, are available in the additional information section, highlighting the college's commitment to financial discipline and transparency.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107959/6.4.1_1634980037_4931.pdf

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

.15

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

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

The financial foundation of our institution primarily relies on government grants, which cover essential expenditures such as staff salaries, maintenance of vital services (electricity, water, telephone, and internet), and infrastructure. As an autonomous body, we also receive specific grants from the University Grants Commission (UGC), and a considerable share of our funds comes from the fees collected from students, in line with government regulations.

Our funding sources are further diversified through grants from initiatives like the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), the Janbhagidari fund, trust funds, and sponsored projects from organizations such as UGC, CGCOST, ICSSR, and others. This multi-source approach ensures a steady stream of financial resources for the institution.

To make the best use of the available funds, the college follows a strategic budgeting process that prioritizes areas like the development of laboratories, enhancement of computing resources, improvement of library facilities, teaching and learning advancements, faculty training, extension services, and software

updates. The budget proposal undergoes an approval process, starting with the Governing Council and reviewed by the Executive Committee. Once it is approved, it is communicated to the concerned departments for implementation.

We maintain a careful monitoring system to track the utilization of funds. In cases where unforeseen expenditures arise, funds are allocated based on the urgency and importance of the situation. Our historical records demonstrate a strong commitment to financial efficiency, ensuring that funds are directed towards initiatives that enhance the institution's growth and overall quality.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The recommendations made by the NAAC Peer Team during the Second Cycle in 2014 have had a profound impact on the development and enhancement of facilities at the College. The institution has taken a proactive approach in implementing these suggestions, resulting in significant advancements across several areas. One of the key changes was the introduction of additional postgraduate courses, expanding the academic offerings. Moreover, the College diversified its educational programs by introducing job-oriented certificate and diploma courses, such as the inclusion of media studies, to better align with industry demands.

In the area of research, the College made substantial strides by initiating major research projects and publishing papers in well-regarded peer-reviewed journals. The institution introduced bridge courses to support students in transitioning to higher levels of study.

The College also strengthened career development initiatives by

enhancing career counseling services, campus placements, and feedback mechanisms, ensuring students receive comprehensive support in their academic and career pursuits.

Infrastructure saw remarkable improvements, with classrooms being refurbished and laboratory facilities upgraded to state-of-the-art standards. The library was also enriched with a wider selection of books and journals, especially in English, and better facilities were provided for research scholars.

To enhance operational efficiency, the College successfully automated both the library and office systems, streamlining administrative processes. By addressing all the recommendations put forth by the NAAC Peer Team, the College has demonstrated its dedication to continuous improvement and upholding high educational standards.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.dbgirls.org/Naac.aspx

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The college regularly evaluates its teaching-learning processes, operational structures, and methodologies through the Academic Committee and the Internal Quality Assurance Cell (IQAC). The IQAC plays a central role in developing, coordinating, and monitoring academic activities, aiming to uphold high standards and foster a culture of quality among students and staff.

In the last five years, the college has made significant progress with post-accreditation quality initiatives. Key steps include implementing outcome-based learning across all programs as per the UGC-LOCF guidelines, introducing aptitude and soft skill classes to improve student employability, and engaging actively in quality assessments such as NIRF, AISHE, and other audits.

The college also established a Research Promotion Cell to advance research activities, while the Ethical Committee ensures ethical research practices. Quality-enhancing measures, including interdisciplinary research and the integration of ICT

in teaching, underscore the commitment to continuous improvement.

Additionally, the mentor-mentee system has been institutionalized for better student support, and the Annual Quality Assurance Report (AQAR) is regularly submitted. The college has also worked proactively to eliminate ragging, ensuring a safe learning environment.

These efforts collectively showcase the college's holistic approach to maintaining academic quality, and its ongoing commitment to fostering an ethical and dynamic educational community.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.dbgirls.org/Documents/AQAR%202023-24/6.5.2_Institution_reviews.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://dbgirls.org/Criteria-VI/6.5.3_Annual_Reports.pdf
Upload e-copies of accreditations and certification	No File Uploaded
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	No File Uploaded

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 year**

The institution has taken proactive steps to promote gender equity, creating a safe, inclusive, and supportive environment for all students. A key initiative in this regard is the introduction of sensitization programs that raise awareness about gender-related issues. These programs, conducted through interactive discussions, workshops, and awareness campaigns, encourage open dialogue among students and faculty, fostering a culture of respect and equality.

Ensuring the safety of female students remains a top priority. The campus is equipped with robust security measures, including security personnel, CCTV surveillance, and well-lit pathways to enhance safety. Regular workshops and self-defense training sessions further empower students to handle emergency situations confidently.

Recognizing the importance of mental well-being, the institution offers professional counseling services to help female students navigate personal and academic challenges. These services provide a safe and confidential space for students to seek guidance and support.

Additionally, the college has set up dedicated girls' common rooms, offering a comfortable space where female students can relax, socialize, and participate in extracurricular activities. These spaces foster a sense of belonging and community among students.

In order to support mothers within the institution, a childcare center has been established. This facility ensures that female students and faculty with young children can focus on their academic and professional commitments, knowing their children are well cared for.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://dbgirls.org/Criteria-VII/7.1.1_Specific_facilities_provided_for_women.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above
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File Description	Documents
Geotagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The college is deeply committed to environmental responsibility and has implemented a well-structured Waste Management Policy to ensure the proper disposal of waste in an eco-friendly manner. Strictly adhering to prescribed guidelines, the institution systematically manages all waste generated on campus, promoting sustainability.

A dedicated team of government-appointed staff ensures the cleanliness of college buildings, hostels, and the entire campus. Their work is overseen by a Cleanliness Committee, which conducts regular inspections and takes prompt action to address any hygiene-related concerns.

In order to manage solid wastes and biodegradable wastes such as fallen leaves and paper bits undergoes bio-composting, reducing landfill waste and supporting ecological balance. Liquid waste from hostels, laboratories, canteens, and washbasins is directed into a structured drainage system that connects to the city's drainage network, preventing any risk of contamination.

The institution also follows a responsible approach to e-waste management, ensuring that electronic waste is disposed of only with government approval, reflecting compliance with environmental regulations.

The college, in alignment with UGC guidelines, the college has eliminated animal tissue waste in Zoology practical classes, reinforcing its commitment to biomedical waste management and reducing potential health risks.

Through these efforts, the college upholds its responsibility

towards maintaining a clean, sustainable, and environmentally conscious campus, fostering an atmosphere of ecological awareness among students and staff.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geotagged photos / videos of the facilities	No File Uploaded
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

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

A. Any 4 or all of the above

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human

A. Any 4 or all of the above

assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

The college is committed to creating an inclusive and welcoming environment for all students and staff, embracing diversity in every form. By actively encouraging linguistic, regional, and cultural diversity, the institution serves as a vibrant hub where individuals from different backgrounds come together, fostering an atmosphere of mutual respect and understanding.

The college takes pride in celebrating various regional and cultural events, allowing students to showcase performances that highlight India's rich heritage. These events not only provide a platform for artistic expression but also strengthen the sense of unity among students.

Recognizing the importance of emotional and spiritual well-being, the college observes special days that promote social harmony and togetherness. These celebrations go beyond recreation, instilling values of inclusivity and respect for different traditions.

In order to nurture a sense of responsibility and national integration, the institution organizes motivational lectures that emphasize social and communal harmony. Through discussions on citizenship and moral values, students are encouraged to contribute positively to society.

Cultural programs further enhance the spirit of diversity, providing students with opportunities to engage in artistic and

traditional activities that reflect India's multifaceted cultural identity.

The college promotes qualities like tolerance and harmony across cultural, regional, linguistic, and socioeconomic backgrounds, the college continually works towards fostering an environment of unity, inclusivity, and holistic development within its community.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The college is deeply committed to instilling constitutional awareness, moral responsibilities, human rights, and civic sense among its students and staff. Through various programs and initiatives, the institution ensures that these essential values become an integral part of the academic environment.

Empathy and charity are crucial social values that every responsible citizen should uphold. To foster these qualities, the college organizes multiple activities throughout the year, engaging students in social responsibilities. These initiatives are carried out collectively or individually by various units such as NCC, NSS, and the Youth Red Cross Society.

In order to promote awareness of fundamental rights and duties, the institution conducts Nukkad Natak (street plays) to educate the public on constitutional responsibilities and voting rights. Students actively participate in lecture series, slogan-writing, and poster-making competitions on significant issues such as AIDS awareness, voting awareness, and blood donation drives.

Environmental consciousness is also a priority. As part of the curriculum, Environmental Science is included for all undergraduate students, ensuring they develop awareness of environmental rights and responsibilities.

The college hosts seminars on "Intellectual Property Rights" to educate students about copyright laws, plagiarism, patents,

trademarks, and other professional ethics.

The college through these diverse initiatives, the institution continually strives to nurture responsible, aware, and socially committed individuals, fostering a sense of duty and ethical conduct among its students.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	No File Uploaded
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college actively observes various national and international commemorative days, events, and festivals to instill awareness, ethical values, social responsibility, and civic consciousness

among students and staff.

National Youth Day, celebrated on 12th January, honors Swami Vivekananda's vision of youth empowerment and service. National Science Day on 28th February highlights scientific progress, while International Women's Day on 8th March promotes gender equality and women's empowerment. World Environment Day, observed on 5th June and International Yoga Day on 21st June emphasizes physical and mental well-being.

The college commemorates Kargil Vijay Diwas on 26th July to pay tribute to the valor of Indian soldiers. World Breastfeeding Day on 6th August raises awareness of maternal and infant health. Teacher's Day on 5th September recognizes educators' contributions, while Hindi Diwas on 14th September emphasizes the importance of the national language. National NSS Establishment Day on 24th September acknowledges volunteerism, and National Nutrition Month on 30th September promotes healthy living.

Gandhi Jayanti on 2nd October is observed with cleanliness drives and discussions on non-violence. United Nations Day on 24th October promotes global peace. Children's Day on 14th November celebrates Pandit Nehru's vision for children. Constitution Day on 26th November reinforces awareness of fundamental rights, while World AIDS Day on 1st December and Human Rights Day on 10th December spread awareness of health and equality. National Voters' Day on 25th January encourages electoral participation. These initiatives collectively shape responsible, aware, and engaged individuals.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

I. Title of the practice-"Greening Our Future: Environmental Conservation Through Pottery and Reforestation" 1. Objectives of the practice: The objectives of our program, "Greening Our Future: Environmental Conservation Through Pottery and Reforestation," at DB Girls PG College in Raipur, serve a dual purpose. 2. The context: In the wake of growing global environmental concerns, we, the students of DB Girls PG College in Raipur, have embarked on a meaningful initiative called "Greening Our Future: Environmental Conservation Through Pottery and Reforestation."

II. Title of the Practice-"Participative Management of Women's Hostels" I. Objectives of the Practice The College provides hostel facilities inside the campus for students. In order to ensure affordability, the cost payable for hostel accommodation has been kept very low. Our College is located at Raipur, the Capital of Chhattisgarh, with excellent geographic connectivity. The student catchment area includes all parts of Chhattisgarh and other states. II. The Practice In order to encourage smooth functioning of our hostels, through participation, multiple layers have been created with adequate transparency among them. III. Problems Encountered and Resources Required In terms of resource requirements, this practice required zero resources. In fact, this practice has encouraged faculty-student interaction, and helped in creating a better academic environment at the College.

File Description	Documents
Best practices in the Institutional website	https://www.dbgirls.org/Documents/Best%20Practice (2023-24).pdf
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The college was established with a vision to educate and empower women, particularly those from marginalized sections of society, and to integrate them into the national mainstream. Since its foundation in 1958, the institution has upheld a distinguished legacy of academic and co-curricular excellence for over 63 years. Thousands of women have graduated from this college and

have achieved success globally, as reflected in its esteemed alumni network.

What began as a modest institution with just 16 female students in 1958 has now grown into a thriving academic center with over 3,900 students. These students come from diverse backgrounds, including tribal, rural, and urban areas, all striving for excellence in education. To enhance career prospects, the college offers a wide range of vocational, self-financed, add-on, and skill development courses aimed at fostering professional growth and employability.

Recognized for its academic excellence, the college was granted autonomous status in 1988 and was honored as a "College with Potential for Excellence" in 2010. The institution reached a remarkable milestone in 2008, during its Golden Jubilee Year, when it had the privilege of hosting India's first woman President, Hon'ble Smt. Pratibha Devi Singh Patil. This momentous visit was a testament to the college's esteemed reputation and its significant contribution to women's education in the state.

File Description	Documents
Appropriate link in the institutional website	https://www.dbgirls.org/Documents/AQAR%202023-24/7.3._performance.pdf
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

In the upcoming academic years, the college will be focusing on improving academic quality, infrastructure, research, and student support services, aligning with NAAC accreditation criteria.

1. Curriculum Development: New skill-based certificate and diploma courses will be introduced. Outcome-Based Education (OBE) will be strengthened, and curricula will be updated according to UGC-LOCF guidelines.

2. Teaching and Learning Enhancement: ICT tools and Learning Management Systems (LMS) will be promoted to engage students. Faculty Development Programmes (FDPs) will be organised to enhance teaching methodologies. The mentor-mentee system will be reinforced for better student support.

3. **Research and Innovation:** A dedicated Research & Development (R&D) cell will be established to encourage interdisciplinary research. Faculty and students will be motivated to publish in reputed journals and apply for research funding. Awareness sessions on Intellectual Property Rights (IPR) will be organised.

4. **Infrastructure and Learning Resources:** The library will be expanded with more digital resources. Laboratories and computing facilities will be upgraded. Sustainability initiatives such as rainwater harvesting and waste management will be enhanced.

5. **Student Development and Support:** Career counselling, placement assistance, and entrepreneurship programmes will be improved. Alumni engagement in mentoring will be strengthened. Mental health counselling and anti-ragging initiatives will be promoted.

6. **Institutional Best Practices:** Internal Academic Audits will be conducted for continuous improvement. Green, Gender, and Energy Audits will be implemented. Community outreach programmes will promote social responsibility.

These initiatives will enhance the college's academic environment and foster holistic student development.