



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GOVT. D.B. GIRLS P.G. COLLEGE, RAIPUR, C.G.**

GOVT. D. B. GIRLS P. G. COLLEGE, KALIBADI CHOWK, RAIPUR  
492001

[www.dbgirls.org](http://www.dbgirls.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Our college is a pre-eminent multidisciplinary and multi-faculty institute of higher education for womenfolk in the state of Chhattisgarh. Established on 12th August 1958, the college has a brilliant record of excellence in both academic as well as co-curricular activities for a continuous period exceeding six decades. The college campus has a central location spanning an area of 4.47 acres. The college has been accredited B++ and B grade in the year 2004 and 2015 respectively, by NAAC, Bengaluru.**

**The college was set up with the aim to bring the women to the national mainstream. The college which began with mere 16 girls in 1958 now has about 4500 students enrolled. Being a government institution, the cost of education is very low, adding to easy accessibility of higher education for women.**

The college is affiliated to Pt. Ravishankar Shukla University, Raipur and ranks among the best colleges for women in Chhattisgarh. It is widely known for its multi-disciplinary areas of study viz. Arts, Science, Home-Science Commerce, and Physical Education. The college gained autonomy in 1988. The UGC approved "Women Study Centre" in 2016; and in 2010, recognized the college "College with Potential for Excellence" (CPE). The "Department of Home Science" in the year 2005 was recognised as a department of excellence by the state Government. The college has also been identified under the "Community College Scheme" since 2015.

**In its Golden Jubilee Year 2008, the first Woman President of India Hon'ble Smt. Pratibha Devi Singh Patil blessed the Institution with her visit, which was a rare honor for the college.**

The college is marked under "Accessible India Campaign" in the year 2016 and has a differently abled people-friendly campus.

Our students have excelled in studies as well as in the fields of NCC, NSS, Youth Red Cross Society and others. Our alumnae could be found across the world contributing as Vice-Chancellors, Academicians, Bureaucrats, Scientists, Soldiers and many more.

A career guidance cell, counseling and a placement cell and a Kriti Kala Kendra and finishing school are present. **Vocational training is offered to students through Tata Institute of Social Sciences (TISS) Mumbai.**

### Vision

**Institutional Motto- "Aaroh Tamso Jyotih- From Darkness to Light"**

The vision is to be a pre-eminent center of excellence, generating & imparting knowledge. Empower girls through quality education and provide equal opportunity to all students irrespective of caste, creed or socio-economic status.

The primary aim is to provide quality education and thus empower the girl students as majority of students

come from rural, tribal and socially- backward strata of society. The focus is to provide free accessibility to education and to treat the students equally without any discrimination of caste, creed or economic status.

## **VISION:**

Quality enhancement through motivation and confidence building through learning.

To mould students into well-meaning citizens through a socially committed, value driven and future oriented paradigm of learning.

To prepare students to encounter the academic challenges with confidence, to develop indigenous techniques/methods to solve various problems i.e., subject related and real- life problems.

## **Mission**

**MISSION: In order to translate the vision into reality our mission is as follows-**

To create a teaching-learning environment and research attitude conducive to the pursuit of higher knowledge, relevant skills and experience.

To provide quality education to girl students by synchronizing tradition with modernity and blending professional and vocational education with traditional courses for their development.

To foster self and community development by sensitizing the students on socio- economic issues emphasizing on gender, religious harmony, environment and human rights by including related topics into the curriculum and through co-curricular activities.

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

### **Institutional Strength**

#### **The Institutional strengths:**

- **Tradition**

Since six decades, Govt. D. B. Girls' P. G. (Autonomous) Colleges has maintained age-old tradition of imparting knowledge to the womenfolk with cultural values and safety.

- **Accessibility**

The College is easily accessible to the students and general public due to its central location.

- **Mahantji as a Visionary**

Rajeshree Mahant Vaishnavdas has donated 4.47 acres for the campus and an additional land of 301 acres with a vision to develop this college into a Women University.

- **Competent staff**

All faculty is recruited through the State Public Service Commission after a written examination followed by interview.

- **Autonomous status**

Our college is the only Government Girls' College in Raipur with an autonomous status from 1988.

- **Departments**

The college has 23 departments offering undergraduate and postgraduate programmes with pass percentage of above 90%.

- **Research**

Our college has nine (09) departments recognized as research centers where students, irrespective of gender, can undertake research work for a Ph. D. Degree.

- **Transparency**

The College administration maintains high transparency in the process of admission, examination, and in all matters following the government rules.

- **Library**

The college library is automated with ILMS (Soul 2.0) software. Braille books are available for visually impaired students.

- **Indoor stadium**

The achievements of the college in sports are supported by the full-fledged flood lit indoor stadium.

- **Alumnae**

The college has illustrious and high-profile alumnae occupying the topmost positions in society, politics, culture and administration.

- **Advanced Facilities for the Differently Abled**

The college caters to the special needs of the differently abled students and staff. Ramps, railings and tactile paving are made under Sugamya Bharat Abhiyaan.

- **Hostels**

Our institution is unique in having four hostels accommodating 700 students inside the campus.

- **Women Studies Centre**

The Govt' DB PG College is the only college in Chhattisgarh state where Women Studies Center is established.

- **Timely conduction of examinations and result declaration of results.**
- **Healthy interactive atmosphere between students and staff members.**
- **Effective Leadership and coordination of staff and students.**
- **Well-structured mentoring system.**
- **Adequate ICT Facilities.**

The College has adequate ICT facilities for students and staff members.

### **Institutional Weakness**

**The Weaknesses of our college are as follows:**

- **Canteen**

Canteen facility needs to be improved. A separate kitchen is required for maintenance of proper hygiene.

- **Infrastructure**

To accomodate the increasing number of students, more classrooms and laboratories are required.

- **Incubation and Placement Cell**

Although there is a placement cell in the college, improvement for proper functioning is required.

- **No Patent Rights**

The college lacks Patent rights.

- **Drop-out rates.**

Being a Girls; College, due to social issues i.e., early marriage etc., number of drop-out cases is a big issue.

- **Power requirement**

The college is yet to adopt renewable energy resources.

- **Difficulty in Tracking Alumnae**

There is difficulty to track all the alumnae of the college.

- **Lack of Semester System**

There is a need to implement semester system in the Undergraduate courses.

## **Institutional Opportunity**

Opportunities of our college are as follows:

- **Location**

Situated centrally in the heart of the city, the institute's location has contributed to the inclusiveness and diversity of the college. All stakeholders, including eminent scholars and experts can visit the college with ease.

- **Womens' University**

The college fulfills most of the criteria including infrastructure and additional land of 300 acres in order to transform into a womens' university.

- **Revenue from land**

The college has an additional land of about 300 acres which generates a revenue of about Rs. 31961645.

- **Janbhagidari Samiti**

The college has ample opportunities of development through the "janbhagidari samiti" which has a total fund Rs.1808066.98.

- **Seed money**

Vast research opportunities are present as the college can provide seed money for research work.

- **Need-based courses**

The college has ample opportunities to introduce need-based courses to generate employability.

- **Collaborative research**

Due to its central location, it is more convenient for collaborative research and other activities with other institutes.

- **Finishing School for Girls**

A finishing school will be helpful for the overall development of girls where they can learn basic things pertaining to life skills, such as embroidery, stitching etc. It will also help for their livelihood (learn and earn).

## **Institutional Challenge**

### **Challenges**

The factors which make implementation of various processes difficult in enhancing the facilities of the college are classified under challenges.

- **Infrastructure augmentation**

The college has good infrastructural facilities. However, there is still more room for updating and adding to the existing infrastructure, especially in the IT component to meet the modern requirements after proper approval from the government.

- **To organize international symposia and conferences**

The college faces immense challenges while planning to organize symposia and conferences at the international level in the form of Government funding and various formalities.

- **Strengthen interdisciplinary research activities**

The College faces many practical difficulties while attempting to collaborate with other departments to initiate interdisciplinary research activities. Interdisciplinary projects are also difficult to implement at inter-institutional levels.

- **Academia industry collaboration**

The process of industrial collaboration is also full of hurdles, which is a major challenge for the college.

- **MOU with reputed institutions**

Being a Government institution, the road map for establishing MoU with reputed institutions is quite difficult.

- **Acquiring costly equipments**

Being a Government institution we have to follow the Government purchase rules. In this context requirement of approval from Government for purchase above an amount of one Lakh rupees (1,000,00 rupees).

## **1.3 CRITERIA WISE SUMMARY**

## Curricular Aspects

Since its formation in the year 1958 the Govt. DB Girls' Postgraduate College, Raipur has been providing access to higher education to the privileged and underprivileged womenfolk of the society alike. As a multi- faculty college, a total of 68 programmes are being conducted under five teaching faculties- Arts, Science, Commerce, Home Science and Physical Education.

The college curriculum is at par with the UGC's Model Curriculum and the UGC-Learning Outcomes-based Curriculum Framework (UGC-LOCF). The curricula covers multiple facets of development by providing comprehensive knowledge, desirable attributes, professional and social ethics including relevant technical and non-technical skills to all the sections of society without any discrimination of caste, creed or economic status.

In order to cater to the changing employability demands, the curriculum is continuously enriched by addition of new programmes. The college offers a total of 745 courses with forty-four (44) new courses introduced across various programs during the last five years. Further, four (04) programmes (Master of Social Work; PG Diploma in research methodology and statistical analysis; Certificate Course in Bakery & Confectionary; PG Diploma in Fashion Designing) have already been approved to be introduced from the year 2021-22.

The learning outcomes are prepared and evaluated frequently for all courses strictly adhering to the UGC guidelines and UGC-LOCF document. More than 50% of the syllabi has been revised in the last five years, ensuring that the curriculum meets local, national and global developmental needs. All the courses offered by the college focuses on employability, entrepreneurship and skill development. Programs like Kathak Nritya, Music and Sanskrit offered by the institute are also widely sought for and are both culturally and literally significant apart from providing employability.

The college currently implements an elaborate CBCS- Elective Course System in order to extend academic flexibility based on the choice of students. The curriculum inculcates ethics, gender issues, human values, environmental awareness and sound cultural values. The college has a sophisticated and well structured feedback system.

The curriculum, learning outcomes and feedback is periodically collected and analysed, following which necessary actions are taken and the report is uploaded on the college website.

## Teaching-learning and Evaluation

The college is a premier multi-faculty and interdisciplinary Government institution of the region with a students' intake capacity of about four thousand five hundred students (>4500). Our policy to provide access to higher education to all students, irrespective of caste, creed or socioeconomic status is reflected in the relatively high percentage (130.49%) of reserved categories admitted against the actual number of reserved seats.

As a higher education institution, the college addresses students' diversity in a well planned and scientific manner. Learning levels of the students are assessed through extensive formative and summative assessments, to categorise the advanced, average, and slow learners, by grade point average (GPA) system. After categorization, special measures are employed to deal with both advanced, and slow learners. Slow learners are



further subjected to the *Yugal Model (after Yusha'u, 2012; <https://bit.ly/3io1a6i>)* in which a seven step protocol is followed, in order to make them perform at par with advanced learners.

The institution also has a teacher-student mentorship plan with a teacher-student ratio of about **1:44**. The average percentage of full-time teachers against sanctioned posts during the last five years is about 80%. Similarly, 80.6% of teachers of the college possess Doctoral or M. Phil degrees.

Experiential learning, participative learning and problem-solving methodologies are used to enhance learning experiences of the students. The teachers employ ample information and communication technologies (ICT) to enhance the teaching-learning process.

The evaluation process of the college is well structured with an aim of early declaration of results. **To achieve this, the college has incorporated many reforms to automate the evaluation process.** A sophisticated feedback system is also present for evaluation related grievances. **The learning outcomes (LO) of offered courses are frequently evaluated** by the institution and uploaded on the website. **The LOs are competent enough to ensure enhanced opportunities for the student to compete and attain placement.**

A properly structured, well-managed Students Satisfaction Survey (SSS) process is followed which analyses the responses from students to disseminate any grievances and the action taken report is uploaded on the website.

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

**Being a government degree college, the primary aim of the college is to achieve the completion of undergraduate and postgraduate syllabi following the academic calendar strictly. Apart from the teaching and extension activities, the staff also engages itself in research activity.** The college has a research policy and a research promotion cell. A total of nine departments are designated as research centers, and a total of 28 teachers from different faculties are recognised as research guides. Currently the departments of Botany, Commerce, English, Geography, Hindi, History, Home Science, Sociology and Zoology are recognised research centers and the other departments have applied for research centers which is evident in the college perspective plan.

About eighty (80) students have been registered for Ph.D. degrees in the last five years. The college provides seed money to the staff for research. A total of 14 lakhs has been received from different agencies for research activities during the last five years. A number of research projects, more than two-hundred and fifty (250) research publications; and sixty (60) books along with articles in proceedings have been accomplished by the college.

Being a Government College, individual consultancy services are prohibited by the Government norms. A comprehensive Consultancy Policy is in place which allows consultancy services to disseminate the departmental research outcomes solely for no profit benefit of the society. The college departments constantly provide consultancy services along with extension services free of cost wherever possible, in which a number of staff members are involved.

### **Infrastructure and Learning Resources**

The college is centrally located in the state capital of Chhattisgarh, Raipur. **It is spread in an area of 4.47 acres of land with 68 classrooms in four blocks, 20 laboratories, canteen, and an Auditorium, Seminar Hall, Indoor Multi-sports Stadium, Office area and four hostels accommodating more than 700 students coming from remote rural areas of the region.** These classrooms and laboratories are equipped with facilities. The classrooms are equipped with **DLP, Wi-Fi/LAN, LMS and ICT facilities.** **The college has a Internet connectivity with a speed of 300 MBPS.**

**There are 133 computers in the college out of which 113 has been reserved for students' use.** Furthermore, there are three Computer laboratories with a total of 76, out of which 72 computers are solely reserved for students' use. **The institution has an auditorium with seating capacity of approximately 500-600 people in hall and balcony.** An Indoor Sports Complex and an open gym are available in the campus. **The indoor stadium is utilized for yoga classes and demonstrations. Students practice and participate in competitions of games like Badminton, Table Tennis, Chess, and Carrom.**

**The college library is fully automated through integrated library management software (ILMS) SOUL 2.0. The OPAC (Online Public Access Catalogue) is also in place and available to students, staff and the general public through our website.** It has access to several online resources like, **N- List; e-Shodh Sindhu; Shodhganga; Oxford University Press; and the National Digital Library.**

The college regularly augments the infrastructure with an average expenditure percentage of 85%, and there is a well established procedure for maintaining and utilizing physical, academic and support facilities, like laboratory, library, sports complex, computers, classrooms etc.

### **Student Support and Progression**

**The college supports the students through a well established scholarship disbursal system, and an average of 92.91% of students were benefited by the process.** Various skill development processes are also present for the students. A career guidance cell functions to develop students to face competitive exams. **A large number of our students either proceed for higher studies or get placement in Government and Non-governmental jobs. They also crack various competitive exams like, IIT/ JAM/ NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/ State government competitive examinations.**

Student grievances are also addressed through a **grievance redressal cell.** There is a students' council which is a part of various academic and administrative committees of the college. The college also organizes cultural events and competitions for the benefit of students. **A well established alumni association is in place and it contributes significantly to the development of the institution through financial and other support services.**

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

The institution abides and strives to accomplish the vision and mission through stringent measures involving governance and leadership. **College relies on decentralization and participative management through various executive and administrative committees.** The College has devised prospective plans for progress which encompasses specific targets, objectives and action plans in major aspects involving, library, ICT infrastructure, instrumentation, teaching and learning, research and development examination and evaluation along with curriculum development.

In order to provide quality education, the college offers a number of faculty development programs and schemes. The faculty is also encouraged to organize and participate in workshops, seminars and conferences in order to sustain and augment their existing knowledge.

The college receives grants from government as well as non-government bodies, and has a well established internal system for financial management and resource mobilization. The institution regularly performs financial audits and takes actions as specified in the audit reports.

**The Internal Quality Assurance Cell (IQAC) of the college functions for augmenting the quality of education and smooth governance.** It takes initiatives and also takes action for the recommendation received from various bodies. **It also regularly reviews the curriculum, teaching learning process, learning outcomes, and evaluation in order to suggest any changes for quality improvement.**

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

**The institution is a higher education institution dedicated to women.** Gender equity issues, **if any** are dealt with promptness and resolved through the specific committees. Proper care is taken to ensure safety and security in the campus and in hostels. **A distinctive counseling and mentoring system in the institute ensures sensitizing our students towards gender bias and self defense.** Separate common room is also present for girls in the college.

**The institution also has ample facilities for utilizing alternative energy sources, to conserve energy and sustainability.** The College has its own **Waste Management Policy, and a dedicated committee to look after it.** A **sophisticated waste management system** is present for different types of wastes including e-wastes and hazardous chemicals. A well managed green campus initiative is in place that takes care of automobile entry, use of bicycles and e-vehicles; pedestrian friendly pathways; ban on plastics; and tree plantations *etc.*

Apart from these, the institution conducts regular environment and energy audits and has a barrier free environment. The college, through its various programs and activities, has an inclusive environment promoting tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Further, the college strives, to inculcate constitutional values and moral values, rights, duties along with the responsibilities of citizens by organising various awareness programmes and activities.

**Finally, the two best practices of the college are-**

- **“Learn and Earn Program”** under which the students make articles and handicrafts and sell it in exhibitions to generate income;

and,

- **“Participative Hostel Management”**, where the entire faculty is involved in governance and management of the four hostels.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | GOVT. D.B. GIRLS P.G. COLLEGE, RAIPUR, C.G.             |
| Address                         | Govt. D. B. Girls P. G. College, Kalibadi Chowk, Raipur |
| City                            | Raipur  |
| State                           | Chhattisgarh  |
| Pin                             | 492001  |
| Website                         | <a href="http://www.dbgirls.org">www.dbgirls.org</a>    |

| Contacts for Communication |                   |                         |            |     |                         |
|----------------------------|-------------------|-------------------------|------------|-----|-------------------------|
| Designation                | Name              | Telephone with STD Code | Mobile     | Fax | Email                   |
| Principal(in-charge)       | Shradhda Girolkar | 0771-2229248            | 9827462700 | -   | dbgirls@yahoo.co.in     |
| IQAC / CIQA coordinator    | Ushakiran Agrawal | 0771-4066052            | 9425211940 | -   | ushakiran2308@gmail.com |

| Status of the Institution |            |
|---------------------------|------------|
| Institution Status        | Government |

| Type of Institution |           |
|---------------------|-----------|
| By Gender           | For Women |
| By Shift            | Regular   |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                        |            |
|--|------------|
| Date of Establishment, Prior to the Grant of | 12-08-1958 |

|  |  |                                       |                           |                |
|--|--|---------------------------------------|---------------------------|----------------|
| 'Autonomy'   |  |                                       |                           |                |
| Date of grant of 'Autonomy' to the College by UGC  |  | 01-01-1970                            |                           |                |
| <b>University to which the college is affiliated</b>   |  |                                       |                           |                |
| <b>State</b>   | <b>University name</b>   | <b>Document</b>                       |                           |                |
| Chhattisgarh   | Pt. Ravishankar Shukla University                                    | <a href="#">View Document</a>         |                           |                |
| <b>Details of UGC recognition</b>  |  |                                       |                           |                |
| <b>Under Section</b>   | <b>Date</b>  | <b>View Document</b>                  |                           |                |
| 2f of UGC  | 01-10-1964   | <a href="#">View Document</a>         |                           |                |
| 12B of UGC   | 01-11-1985   | <a href="#">View Document</a>         |                           |                |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |                |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b> |
| No contents  |  |                                       |                           |                |

|   |   |
|---|---|
| <b>Recognitions</b>   |   |
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | Yes   |
| If yes, date of recognition?  | 05-10-2010  |
| Is the College recognized for its performance by any other governmental agency?   | Yes   |
| If yes, name of the agency  | Directorate Department of Higher Education Chhattisgarh Government Raipur |
| Date of recognition   | 26-05-2005  |

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Govt. D. B. Girls P. G. College, Kalibadi Chowk, Raipur | Urban            | 4.47                        | 20760                           |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BSc,Botany                      | 36                        | Higher Secondary           | English,Hindi                | 275                        | 275                            |
| UG  | BSc,Chemistry                   | 36                        | Higher Secondary           | English,Hindi                | 435                        | 435                            |
| UG  | BCom,Commerce                   | 36                        | Higher Secondary           | English,Hindi                | 150                        | 150                            |
| UG  | BA,Economics                    | 36                        | Higher Secondary           | English,Hindi                | 80                         | 80                             |
| UG  | BA,English                      | 36                        | Higher Secondary           | English                      | 80                         | 51                             |
| UG  | BA,Hindi                        | 36                        | Higher Secondary           | Hindi                        | 80                         | 80                             |
| UG  | BA,Home Science                 | 36                        | Higher Secondary           | English,Hindi                | 60                         | 13                             |
| UG  | BSc,Home Science                | 36                        | Higher Secondary           | English,Hindi                | 80                         | 54                             |
| UG  | BSc,Home Science                | 36                        | Higher Secondary           | English,Hindi                | 60                         | 18                             |
| UG  | BA,Home Science                 | 36                        | Higher Secondary           | English,Hindi                | 80                         | 50                             |
| UG  | BSc,Geography                   | 36                        | Higher Secondary           | English,Hindi                | 40                         | 35                             |
| UG  | BA,Geography                    | 36                        | Higher Secondary           | English,Hindi                | 80                         | 80                             |

|    |                                      |    |                       |               |     |     |
|----|--------------------------------------|----|-----------------------|---------------|-----|-----|
| UG | BSc,Mathematics                      | 36 | Higher Secondary      | English,Hindi | 185 | 156 |
| UG | BA,History                           | 36 | Higher Secondary      | English,Hindi | 80  | 80  |
| UG | BA,Music                             | 36 | Higher Secondary      | English,Hindi | 20  | 10  |
| UG | BSc,Physics                          | 36 | Higher Secondary      | English,Hindi | 185 | 156 |
| UG | BA,Psychology                        | 36 | Higher Secondary      | English,Hindi | 80  | 69  |
| UG | BA,Political Science                 | 36 | Higher Secondary      | English,Hindi | 160 | 160 |
| UG | BA,Sociology                         | 36 | Higher Secondary      | English,Hindi | 160 | 160 |
| UG | BA,Sanskrit                          | 36 | Higher Secondary      | Sanskrit      | 80  | 5   |
| UG | BSc,Zoology                          | 36 | Higher Secondary      | English,Hindi | 285 | 285 |
| UG | BPEd,Physical Education              | 36 | Higher Secondary      | English,Hindi | 50  | 40  |
| UG | BSc,Computer Science                 | 36 | Higher Secondary      | English,Hindi | 50  | 50  |
| UG | BSc,Biotechnology                    | 36 | Higher Secondary      | English,Hindi | 30  | 30  |
| UG | BSc,Food Science And Quality Control | 36 | Higher Secondary      | English,Hindi | 30  | 30  |
| UG | BA,Kathak Nirtya                     | 36 | Higher Secondary      | English,Hindi | 25  | 22  |
| PG | MSc,Botany                           | 24 | B. Sc. with Botany    | English       | 35  | 35  |
| PG | MSc,Chemistry                        | 24 | B. Sc. with Chemistry | English       | 35  | 35  |
| PG | MCom,Commerce                        | 24 | B. Com.               | English,Hindi | 30  | 30  |
|    |                                      |    |                       |               |     |     |

|   |                          |    |                         |               |    |    |
|---|--------------------------|----|-------------------------|---------------|----|----|
| PG  | MA,Economics             | 24 | B. A.                   | English,Hindi | 30 | 14 |
| PG  | MA,English               | 24 | B. A.                   | English       | 30 | 29 |
| PG  | MA,Hindi                 | 24 | B. A.                   | Hindi         | 30 | 21 |
| PG  | MSc,Home Science         | 24 | B. Sc. Home Science     | English       | 20 | 12 |
| PG  | MSc,Home Science         | 24 | B. Sc. Home Science     | English       | 20 | 20 |
| PG  | MSc,Home Science         | 24 | B. Sc.                  | English       | 25 | 25 |
| PG  | MSc,Geography            | 24 | B. Sc. with Geography   | English       | 10 | 1  |
| PG  | MA,Geography             | 24 | B. A.                   | English,Hindi | 20 | 13 |
| PG  | MSc,Mathematics          | 24 | B. Sc. with Mathematics | English       | 35 | 35 |
| PG  | MA,History               | 24 | Graduation              | English,Hindi | 30 | 8  |
| PG  | MSc,Physics              | 24 | B. Sc.                  | English       | 25 | 25 |
| PG  | MA,Psychology            | 24 | B. A.                   | English,Hindi | 20 | 20 |
| PG  | MA,Political Science     | 24 | B. A.                   | English,Hindi | 30 | 25 |
| PG  | MA,Sociology             | 24 | B. A.                   | English,Hindi | 30 | 25 |
| PG  | MSc,Zoology              | 24 | B. Sc.                  | English       | 35 | 35 |
| PG  | MA,Public Administration | 24 | B. A.                   | English,Hindi | 25 | 1  |
| PG Diploma recognised by statutory authority including university | PG Diploma, Home Science | 12 | B. Sc. Home Science     | English,Hindi | 15 | 11 |
| PG Diploma  | PG Diploma,              | 12 | Graduation              | English,Hindi | 30 | 11 |



|   |                                |    |                     |               |    |    |
|---|--------------------------------|----|---------------------|---------------|----|----|
| recognised by statutory authority including university            | Psychology                     |    |                     | i             |    |    |
| PG Diploma recognised by statutory authority including university | PG Diploma, Physical Education | 12 | Graduation          | English,Hindi | 40 | 15 |
| PG Diploma recognised by statutory authority including university | PGDCA,Computer Science         | 12 | Graduation          | English,Hindi | 60 | 60 |
| Doctoral (Ph.D)   | PhD or DPhil,Botany            | 36 | M.Sc. Botany        | English       | 22 | 1  |
| Doctoral (Ph.D)   | PhD or DPhil,Commerce          | 36 | M. Com.             | English,Hindi | 8  | 0  |
| Doctoral (Ph.D)   | PhD or DPhil,English           | 36 | M. A. English       | English       | 16 | 4  |
| Doctoral (Ph.D)   | PhD or DPhil,Hindi             | 36 | M. A. Hindi         | Hindi         | 10 | 2  |
| Doctoral (Ph.D)   | PhD or DPhil,Home Science      | 36 | M. Sc. Home Science | English,Hindi | 24 | 4  |
| Doctoral (Ph.D)   | PhD or DPhil,Geography         | 36 | M. A. Geography     | English       | 4  | 0  |
| Doctoral (Ph.D)   | PhD or DPhil,History           | 36 | M. A. History       | English,Hindi | 10 | 7  |
| Doctoral (Ph.D)   | PhD or DPhil,Sociology         | 36 | M. A. Sociology     | English,Hindi | 18 | 0  |
| Doctoral (Ph.D)   | PhD or DPhil,Zoology           | 36 | M. Sc. Zoology      | English       | 20 | 8  |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 13               |        |        |       | 0                          |        |        |       | 63                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 9                          | 54     | 0      | 63    |
| Yet to Recruit  | 13               |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 29                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 4                          | 22     | 0      | 26    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 3                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 62           |
| Recruited   | 26          | 16            | 0             | 42           |
| Yet to Recruit  |             |               |               | 20           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 23           |
| Recruited   | 9           | 8             | 0             | 17           |
| Yet to Recruit  |             |               |               | 6            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD              | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 0                          | 0             | 0             | 8                          | 45            | 0             | 53           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 2             | 0             | 2            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 1                          | 7             | 0             | 8            |

| <b>Temporary Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD              | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 4             | 0             | 4            |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 1             | 0             | 1            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 4                          | 17            | 0             | 21           |

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

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |              |
|---|-------------|---------------|---------------|--------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |               | <b>Female</b> |              | <b>Total</b> |
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |              |
|   | 0           | 0             | 0             | 0            | 0            |

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

| Programme  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| UG   | Male   | 0   | 0                             | 0            | 0                   | 0     |
|  | Female | 2986  | 9                             | 0            | 0                   | 2995  |
|  | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG   | Male   | 0   | 0                             | 0            | 0                   | 0     |
|  | Female | 775   | 3                             | 0            | 0                   | 778   |
|  | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG Diploma<br>recognised by<br>statutory<br>authority<br>including<br>university | Male   | 0   | 0                             | 0            | 0                   | 0     |
|  | Female | 96  | 0                             | 0            | 0                   | 96    |
|  | Others | 0   | 0                             | 0            | 0                   | 0     |
| Doctoral (Ph.D)  | Male   | 7   | 0                             | 0            | 0                   | 7     |
|  | Female | 19  | 0                             | 0            | 0                   | 19    |
|  | Others | 0   | 0                             | 0            | 0                   | 0     |
| Diploma  | Male   | 0   | 0                             | 0            | 0                   | 0     |
|  | Female | 21  | 0                             | 0            | 0                   | 21    |
|  | Others | 0   | 0                             | 0            | 0                   | 0     |
| Certificate /<br>Awareness   | Male   | 0   | 0                             | 0            | 0                   | 0     |
|  | Female | 45  | 0                             | 0            | 0                   | 45    |
|  | Others | 0   | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 0             | 2             | 0             | 1             |
|  | Female | 636           | 666           | 638           | 665           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 2             | 0             | 0             |
|  | Female | 589           | 505           | 439           | 499           |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 3             | 1             | 1             | 1             |
|  | Female | 1398          | 1315          | 1206          | 1168          |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 1             | 1             | 2             | 1             |
|  | Female | 1864          | 1929          | 1872          | 1989          |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 39            | 15            | 7             | 5             |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 4530          | 4436          | 4165          | 4329          |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| <b>Department Name</b>           | <b>Upload Report</b>          |
|----------------------------------|-------------------------------|
| Biotechnology                    | <a href="#">View Document</a> |
| Botany                           | <a href="#">View Document</a> |
| Chemistry                        | <a href="#">View Document</a> |
| Commerce                         | <a href="#">View Document</a> |
| Computer Science                 | <a href="#">View Document</a> |
| Economics                        | <a href="#">View Document</a> |
| English                          | <a href="#">View Document</a> |
| Food Science And Quality Control | <a href="#">View Document</a> |
| Geography                        | <a href="#">View Document</a> |
| Hindi                            | <a href="#">View Document</a> |
| History                          | <a href="#">View Document</a> |
| Home Science                     | <a href="#">View Document</a> |
| Kathak Nirtya                    | <a href="#">View Document</a> |
| Mathematics                      | <a href="#">View Document</a> |
| Music                            | <a href="#">View Document</a> |
| Physical Education               | <a href="#">View Document</a> |
| Physics                          | <a href="#">View Document</a> |
| Political Science                | <a href="#">View Document</a> |
| Psychology                       | <a href="#">View Document</a> |
| Public Administration            | <a href="#">View Document</a> |
| Sanskrit                         | <a href="#">View Document</a> |
| Sociology                        | <a href="#">View Document</a> |
| Zoology                          | <a href="#">View Document</a> |

## Extended Profile

### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 49                                      | 49      | 49                            | 48      | 47      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

##### Number of departments offering academic programmes

Response: 23

### 2 Students

#### 2.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 3869                                    | 4461    | 4347                          | 4081    | 4217    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1323                                    | 1190    | 1053                          | 1031    | 1071    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |



**2.3****Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 3743                                    | 4398    | 3974                          | 3800    | 3876    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**2.4****Number of revaluation applications year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 000     | 500     | 337     | 313     | 345     |

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 701                                     | 701     | 701                           | 681     | 669     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 89                                      | 89      | 91                            | 90      | 90      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**3.3**

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 92                                      | 92      | 92                            | 91      | 91      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 10880                                   | 9641    | 5046                          | 7946    | 7229    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 2949                                    | 2949    | 2949                          | 2902    | 2876    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4.3****Total number of classrooms and seminar halls****Response: 69****4.4****Total number of computers in the campus for academic purpose****Response: 133**

## 4.5

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

| 2020-21  | 2019-20  | 2018-19  | 2017-18  | 2016-17  |
|----------|----------|----------|----------|----------|
| 52.22092 | 48.92808 | 65.45438 | 73.90879 | 75.56772 |

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - 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 is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution. **The college aims to provide quality education to women in order to promote and facilitate multi-dimensional capacity enhancement through a rich set of curricular and extracurricular activities.**

**The College Curriculum is primarily adopted from the UGC's Model Curriculum. The UGC guidelines for Learning Outcomes-based Curriculum Framework (UGC-LOCF) are followed to prepare, modify / update and implement the Curriculum. Mild revisions in some of the courses in view of Local needs, is done following the UGC Guidelines. In this way it is ensured that the developed Curriculum is at par with the UGC Model Curriculum; the UGC-LOCF document; and has Local, National, Regional and Global relevance. Finally, the prepared Curriculum along with Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course Outcomes (CO) ensures Local, National, Regional and Global developmental needs.**

All graduate and postgraduate programmes are conducted following the UGC guidelines. As an autonomous institution, the college has academic flexibility to amend the existing courses and introduce new courses for overall development and upgradation to the current local, national and global developmental needs.

The innovative curriculum of the college has led the institution to be recognized as a College with Potential for Excellence in the year 2010. It has the unique distinction of being the only college in Chhattisgarh State chosen for the establishment of Women's Studies Centre (WSC) by University Grants Commission New Delhi. The college has also been identified under the Community College Scheme since 2015.

The curricula of the institute covers multiple facets of development by providing comprehensive knowledge, desirable attributes, professional and social ethics including relevant technical and non-technical skills. The college provides equal opportunity to all the sections of society irrespective of caste, creed or economic status as per Government norms.

Courses adopted in some of the programmes of the college have given scope to the students to grasp cross domain subjects. Apart from the traditional areas of study related to each of the specific programmes, various topics of social relevance and several key initiatives taken by the Central and State government have been included in the curriculum.

The students are encouraged to join courses like Certificate/Diploma/Advanced Diploma Course in

Computer Application/ Bioinformatics/ Medicinal Chemistry. departments of Sanskrit, Kathak Nritya and Music ensures the inculcation of Indian culture and ethics in our students, which makes them capable of being ambassadors of our Country in Global perspective. Likewise, the department of Physical Education and its programmes ensure sound physical and mental health in our students necessary to face day to day challenges of life. It also generates a sporting spirit amongst the students helping them to face the competitions of the world. All these courses offer widespread career opportunities, at all levels.

Students graduating from our College have ample scope and opportunities to serve the country.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 100

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 46

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 46

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting                    | <a href="#">View Document</a> |
| Details of program syllabus revision in last 5 years(Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for Additional Information                                     | <a href="#">View Document</a> |

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 106.29

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 745     | 745     | 744     | 724     | 712     |

| File Description   | Document                      |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses  | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any                                  | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Average percentage of courses having focus on employability/ entrepreneurship(Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response: 5.91</b></p> |                               |
|--|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 44</p>  |                               |
| <p>1.2.1.2 <b>Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 745</p>                                    |                               |
| File Description   | Document                      |
| Minutes of relevant Academic Council/BOS meetings  | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

**Response:** 16.33

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

Response: 8

| File Description                                  | Document                      |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format           | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |
| Link for Additional Information                   | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values Environment and Sustainability into the Curriculum.

**Our Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, into the curriculum by offering courses that are diverse and confront the economic, social and environmental challenges to globalisation.** Our students are moulded as responsible citizens by creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including topics like Environmental Studies, Energy Auditing, Human Values and Discrimination etc. This enriches the knowledge base of the student and improves the self-aspiration and belongingness to the society. **Further, our college has an advantage as the curriculum along with the learning outcomes are directly adopted from the UGC Model Curriculum and the Learning Outcomes are *at par* with the UGC-LOCF Document, with timely updates and modifications as notified by the UGC.**

**Table 1.3.1** summarizes the courses offered by the college which have relevance to Human and Moral Values, Professional Ethics, Gender Sensitization, and Environment & Sustainability.

**Some of the courses which addresses these issues are as follows:**

Gender issues are incorporated in courses like Sociology (SOC 103, 203 & BA2SOC01/21); and Psychology (PSY-202/21, PSY-304 & 304a/21, PSY-102/21, BA2PSY01/21 & BA3PSY02/21); History (His 304 & 404) and many others.

Human values and Professional Ethics are inculcated through all courses under UG value education, PG

Chemistry (CHE 404), PG Zoology (ZOO 101), PG H.Sc. (All Courses), PG Geography (GEO 102), PG History (HIS 304 7 305), PG Diploma in Computer Applications etc.

Environment and Sustainability are reflected in the syllabi of UG Environmental Studies; UG and PG courses of Botany, Zoology, Chemistry, Geography Home Science (BS3ZOO01; BOT 402; GEO 102) and many others. **The college has a botanical garden, a terrace garden, and a green house and polyhouse and all plants inside the campus are biotagged. Further, a well developed tissue culture laboratory is also present under the botany departmentt which is working towards the *ex-situ* propagation protocols to conserve rare and endangered plants.**

The curriculum is complemented by a number of other activities carried out by the College on a regular basis which aims at inculcating qualities like Professional Ethics, Gender sensitisation, Moral and Human Values along with Environment and Sustainability. The college invites social activists, philanthropists, psychologists, Doctors, along with other eminent personalities which helps a lot to sensitize our students. A number of field visits, social outreach and related activities are regularly conducted for sensitization. Activities which inculcates self reliance and self confidence are also carried out on a periodic basis. Sensitization towards self-defense and awareness towards cyber crimes and web safety are conducted regularly. Activities creating awareness towards the exciting legal laws and procedures helpful for women safety are also conducted. The Placement cell in association with the Tata Institute of Social Sciences (TISS) organises activities related to Professional Ethics and Student Placements. The College has a standing MoU with TISS for this purpose.

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

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

**Response: 21**

#### 1.3.2.1 How many new value-added courses are added within the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 4       | 3       | 2       |



| File Description   | Document                      |
|--|-------------------------------|
| List of value added courses (Data Template)                    | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |
| Link for Additional Information                                | <a href="#">View Document</a> |

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 4.78

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 525     | 169     | 137     | 105     | 34      |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| List of students enrolled       | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

**Response:** 26.98

#### 1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1044

| File Description  | Document                      |
|---|-------------------------------|
| List of programs and number of students undertaking field projects / internships / student projects (Data Template) | <a href="#">View Document</a> |
| Link for Additional Information   | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | <a href="#">View Document</a> |
| URL for stakeholder feedback report   | <a href="#">View Document</a> |

**1.4.2 The feedback system of the Institution comprises of the following :****Response:** A. Feedback collected, analysed and action taken and report made available on website

| File Description                    | Document                      |
|-------------------------------------|-------------------------------|
| Any additional information          | <a href="#">View Document</a> |
| URL for stakeholder feedback report | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 78.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1579    | 1604    | 1586    | 1519    | 1251    |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1885    | 2245    | 1845    | 1885    | 1820    |

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

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

**Response:** 60.5

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1773    | 1885    | 1779    | 1683    | 1730    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| Link for Additional Information         | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

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

#### Response:

Our College is a government institution and we cater to the educational needs of students from different socio-economic conditions. Most of the students are from rural areas that are socio-economically not so sound. The Standard Operating Procedure (SOP) of the College provides a structured mechanism to assess the learning levels of the students in order to monitor, evaluate and improve their academic performance.

#### Diagnosing learners' abilities SOP (Standard Operating Procedure):

Methods for diagnosing slow and advanced learners are based on multiple factors including the performance in the previous qualifying exams, identification of their abilities and skills, classroom interaction and counselling sessions, and Formative and Summative assessments. Personal and academic care of each student is taken by faculty mentors through periodic interactions. During mentoring, the mentors identify learning abilities of mentees based on their academic performance, behavioural, psychological and social aspects. During the course of interaction, strength, weaknesses and students' abilities are identified. In the above context the learning levels of students are identified by way of formative and summative assessments-

**A. Formative Assessment (FA):** FA enables us to actively monitor the students' learning process and this data is used by the teachers to improve their learning.

- Methods employed by the institution for conducting FA are:
- Students are asked to submit a brief write-up on an article or lectures.
- Students are made to participate in quizzes.
- They also have to upload or submit a visual depiction of any subject related diagram.

**B. Summative Assessment (SA):** SA mainly evaluates the student learning against a benchmark usually upon completion of a chapter or a unit. Data from SAs' help the faculty in successful identification of students with different learning skills and address them.

- Methods employed by the institution for conducting SA are:
- Exams-Quarterly/Six-monthly and Terminal
- Projects
- Unit tests / Class tests
- Seminars

The final percentages attained by each student through the FA and SA are converted into grades. These grade points average (GPA- A1:91-100; A2: 81-90; B1: 71-80; B2: 61-70; C1: 51-60; C2: 41-50; D: 31-40) are utilised to identify **SLOW (C1-D)** and **ADVANCED LEARNERS (A1-B2)**.

#### **Catering the needs of slow Learners:**

The identified slow learners are subjected to follow the **Yugal Model (after Yusha'u, 2012; )** in order to help them perform at par with the advanced learners. The various steps involved in this model are as follows: -

- Step: 1- Identification of problems
- Step: 2- Designing strategies for remedial instruction
- Step: 3- Planning of remedial instructions through diagnosis
- Step: 4- Selection of instructional materials
- Step: 5- Presentation
- Step: 6- Test and evaluations
- Step: 7- Comparison of past and present results

**The college also provides a systematic approach in all programmes to build the foundation and sharpen the skills of the slow learners. Such students are provided with extra classes and tutorials by subject experts, so that they can overcome their difficulties in the specific courses, which is assessed through periodic evaluation. They are provided with additional resources for learning like notes, visual study materials, and guidance for answers.**

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 43.47

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### **2.3 Teaching- Learning Process**

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

**Response:**

To ensure that the student plays an active role in the learning Process, the college practices following student centric methods for enhancing learning experience thereby facilitating effective learning. These are identified at the beginning of the year itself based on inputs from mentor and faculty members. The implementation is verified during the faculty review conducted at the end of the year.

The teaching-learning process is one of the major objectives and strength of our college and is learner-centric. The college focuses on learner-centric approaches in the delivery of curriculum for the all-round development of students. They are as follows:

- In addition to traditional classroom teaching, the teachers adopt Information and Communication Technology (ICT) enabled teaching, experiential and participative learning, group discussions, seminars, project work, survey work, field visits, industrial visits etc.
- The departments of fundamental science like Chemistry, Botany, Zoology, Physics and Geography as well as Social Science departments like Sociology, Psychology, History and Political Science regularly adopt these practices as a part of teaching-learning process which enhances learning abilities of the students.
- For participative learning, the college organizes group discussion, debates, seminar and workshops, quiz competitions, interaction etc. for students

The institution has initiated many novel methodologies and techniques in teaching learning

1. **Experiential Learning:** All science PG and UG courses require students to perform experiments related to theory topics, enabling them to learn by way of experiential learning.
2. **Group Discussions:** Apart from the theory classes, Group Discussions are conducted in all the courses to address the doubts and strengthen the concept of the students.
3. **Course Based Projects:** Project work are offered to allow students complete the topics from the syllabus, in order to develop deep knowledge of the topics taught. These projects required to be completed in a pre mentioned time frame.
4. **Field visit / Guest lecture:** Field Visits and guest lectures are organised to develop insights into the topics taught in the classroom. Guest lectures develop greater understanding of the topics along with resolving their queries.
5. **Certificate courses:** Certificate courses can be pursued along side their routine courses which helps the students to become proficient in a new subject.
6. **Project Based Learning:** This method allows the students to complete a project and in this process they learn a topic from the syllabus on which the project is based.
7. **Preparation of wall magazine by PG students:** Departments require students to prepare their own wall magazines which orient and update towards the recent development in their subjects.
8. **Environment oriented mini projects:** Mini projects are required as a part of curriculum. These mini projects have topic from the syllabus and a list of topics is provided to the students.
9. **Environmental Awareness:** All students are made aware of the Environmental issues, as the curriculum includes a compulsory paper on Environmental Studies. Further, awareness is created through relevant activities conducted on a regular basis.

**Every faculty of the college uses these Student-centric methods. The IQAC and Academic Audit Cell keep track of the student-centric methods followed by each faculty.**

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

The college uses ICT facilities, through internet connectivity with a speed of 300 MBPS, to implement the curriculum and to achieve the learning outcomes. All the faculty members are well acquainted with ICT tools to make effective and interactive teaching and learning practices. The faculty of the college uses ICT tools along with e-resources which are developed in the form of video/audio/PDF e-lectures. These study materials remain uploaded in the individual YouTube Channels of the faculties. **Apart from this, the college has a license of Google Workspace for Education - Premium account, with no restrictions on the cloud space and number of participants. This enables the deployment of the Google Learning Management System (LMS) through Google Classroom for each and every class and for every faculty. Apart from this, the College has its own open source LMS, MOODLE in which course materials for all programmes are uploaded which the students may read or download. Online classes are also conducted through these two LMS. A total of 31 classrooms including 6 smart rooms are ICT enabled. All classrooms have Local Area Network or WiFi connectivity making it feasible for deploying of the college LMS through Digital Light Processing (DLP) Projectors, Light Emitting Diode (LED), Liquid Crystal Display (LCD), and Thin Film Transistor (TFT) Screens. Every department has their own DLPs and Laptops to be used while taking classes. The smart classes have DLP Projectors and TFT Screen Monitors also which allows live streaming of online classes and Videos from various websites like- SAKSHAT | National Mission on Education through Information and Communication Technology; Swayam Central <https://swayam.gov.in/>; National Programme on Technology Enhanced Learning (NPTEL); NPTEL: Courses (MOOC); IET Digital Library: Home (theiet.org) ; DELNET - Home; [www.cgschool.in](http://www.cgschool.in); "Padhai tuhar dwaar" cgschool Registration 2021 (cscportal.in).**

The innovative methods and resources adopted and followed by the College includes-

- 1. Smart Board Teaching:** This includes teaching through smart boards in online mode which has an attached Laptop and web connectivity to conduct classes in a classroom. The smart board can be connected to Google Classroom and MOODLES. It has audio-visual recording capacity to capture the lectures for later use by students.
- 2. Overhead (OHP) and Digital Light Processing (DLP) Projectors:** The overhead projectors are used as conventional spotting methods apart from microscopes. The DLP Projectors are fixed as well as portable which enables deployment of LMS in the classroom.
- 3. Online LMS through MOODLE and Google Classroom:** The College has its own LMS MOODLE and has the Subscription of Google Workspace for Education. All faculties use the College LMS for both online and offline teaching.
- 4. Video-lectures through YouTube:** Live lectures discussion sessions are organised in the YouTube channels of teachers. Videos of lectures captured through Smart boards and LMS are uploaded to the YouTube channel for later use of the students.
- 5. The Faculty uses various Government Web Portals dedicated to Higher Education to attain**

**the Curriculum and augment the teaching-learning process-**

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | <a href="#">View Document</a> |

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )****Response:** 43.47**2.3.3.1 Number of mentors**

Response: 89

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                         | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

**2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution****Response:**

Our college being a Government Institution has to adhere to the circulars, directives and orders of the Department of Higher Education, Government of Chhattisgarh. **Every year the department of higher education prepares the academic calendar for all Government Colleges and further monitors its progress and implementation.**

Faculty members are bound to follow the academic calendar and ensure that all events are executed within the given timeframe. The autonomous examination cell completes the examination process and result declaration in the timeframe mentioned in the academic calendar.

Each department prepares a **'Teaching Plan'** for every faculty member at the beginning of the semester/year which is duly approved by the head of the department. The teaching plan includes implementation details that are recorded in the daily diary of the subject. This guides the faculty to stick to the academic schedule. Effective monitoring of the lesson plan is taken care of by the respective Heads of the department in each subject. A regular attendance register is maintained by the teachers. All the faculty maintains a regular teaching record of all topics covered in each of the classes engaged in a **"Teaching Diary"**, which is signed by the HODs and Principal at the end of the month.



**Information regarding attendance of students, number of classes, percentage of syllabus completed etc., are regularly sent to the Higher Education Department as and when required by the Department.** Students' feedback is also considered on aspects regarding the implementation of Academic Calendar.

| File Description   | Document                      |
|--|-------------------------------|
| Upload Academic Calendar and Teaching plans for five years | <a href="#">View Document</a> |
| Link for Additional Information                            | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

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

**Response:** 98.04

| File Description   | Document                      |
|--|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years(Data Template) | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                 | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

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

**Response:** 59.69

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 53      | 55      | 57      | 53      | 50      |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | <a href="#">View Document</a> |
| Link for Additional Information                         | <a href="#">View Document</a> |

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

Response: 11.88

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

Response: 1057

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| Link for Additional Information         | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 60.8

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 62      | 62      | 60      | 52      | 68      |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | <a href="#">View Document</a> |
| Link for Additional Information                         | <a href="#">View Document</a> |

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 5.14**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 3       | 337     | 313     | 345     |

| File Description   | Document                      |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | <a href="#">View Document</a> |
| Link for Additional Information                                      | <a href="#">View Document</a> |

**2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution****Response:****A brief outline of Examination Management System (EMS) of the Institution is provided below:**

Govt. D. B. Girls' P. G. College, Raipur is an autonomous college; it has separate autonomous cell headed by Controller of Examination (COE) with 4 Deputy Controllers (Deputy COE) and one finance officer. The examination cell conducts complete examination procedure for all UG, PG, diploma and self-finance Programme offered by the college. The results are declared within the stipulated time period. For each course Internal and External (Final) evaluation is done.

**1. Ordinance for PG programme: (Semester System)**

The college follows credit-based semester system in PG Programme and the performance of the students in each semester is evaluated course wise with a maximum of 100 marks for theory and 100 marks for the practical. The Master of Arts/Science/Commerce/Home Science courses shall be spread over four semesters. In each semester, there shall be theory course and practical course (where ever it is applicable) in the form of Laboratory work, semester field work, project work etc. Theory and Practical Examination are completed by the end of each Semester.

**2. Ordinance for UG Programme:**

The institution follows Annual examination pattern at UG level and the performance of a student in each year is evaluated subject wise with a maximum of 50 marks (for practical subjects) and 75 marks for (non-practical subjects), theory and 50 marks for the practical subjects (where ever it is applicable). The bachelor of Arts/Science/Commerce/Home Science courses is spread over 3years.

**The Processes integrating IT and reforms in Examination Management System (EMS) are as follows:**

**I. IT integration and reforms in examination procedures and CIA**

1. Bar coding was introduced for UG and PG students. Since 2017-18 we have introduced QR Code in Mark sheets for both UG and PG students. Bar codes were generated automatically as the details of registered student entered in software. Whereas QR code is generated before the printing of Mark sheets.
2. In line with our affiliating University, we follow common question paper pattern for all UG programmes ensuring uniformity in assessment. Whereas, at PG level question paper is divided into 3 sections, in section "A" objective types of questions (multiple choice questions) have been adopted. In section "B" short answer type question has been introduced, of 250 (Word Limit 250). In section "C" long answer type questions (Limit 450) were introduced, ensuring uniformity in assessment.
3. Model question paper, blueprint and the details of components of sectional and final assessments are specified in the syllabi of all programmes, thus making the details of the examination process available on website for students.
4. Malpractice Prevention (UFM) Committees constituted.
5. Blended mode has been introduced in the examination pattern by which we have provided a chance to UG and PG students, who failed or did not appear, in the examination due to Pandemic situation, enable them to save a year.
6. A student who completed the entire curriculum requirement, but could not clear the Semester examination, for promotion to the next semester get a chance to clear exam under ATKT scheme.
7. Revaluation requests for UG programmes are completed within the shortest possible time.
8. For all UG and PG Programmes the External and Internal Examiners are appointed by the Chief of Controller of Examinations and Principal.
9. The IT integrated process introduced by the College has facilitated the online payment of students' fees, the online generation of admit card and Question Papers as well as the quick processing of the results.
10. The examination reforms implemented have resulted in transparency, reduction of evaluation days, speedy processing, reduced subjectivity, early redressal of exam related grievances, and early publication of results.
11. The institution has developed two software's, E&APM (a type of Examination and Admission Process Management System), to ensure transparency in the examination process.
12. The notification for final examinations at UG and PG level is given well in advance through automated SMS system, before the date of commencement of examinations.
13. Students can apply for the examinations after remitting the fee in the bank.
14. The time table for the examinations is published on the website in advance for the commencement of examinations.
15. Admit card is generated and they are distributed to the students three days before the exam.
16. Randomized Seating plan is generated through software.

**Apart from these, two Major Student Friendly Reforms introduced by the institution are: -**

1. Rescheduling of examinations for students who request for the shifting of dates due to genuine causes /participation in University/ State// National/ International competitions representing the college.

2. Conducting Supplementary Exams at the earliest possible date.
3. Next day declaration of results in case of internal assessments in online mode.

## II. Continuous internal assessment system (CIA)

Apart from the Final examinations, regular unit tests and term examinations are organized for continuous assessment of the teaching learning process. **The topics taught in every class are evaluated by way of unit tests and grades are provided to the students.** In case a student remains absent for any class, she will be marked "Absent" and awarded "zero" marks. **Those students who fail to secure the minimum passing marks in the unit test will not be eligible to appear for the final examinations in that course.** If the practical examination is conducted in more than one part, it is compulsory to appear for all the parts of practical examination. The duration of the final examination of 50 marks will be three hours. The duration of the Unit Test examination of 10 marks will be 40 minutes.

IT integration and reforms in the **Continuous internal assessment system (CIA)** are as follows:

1. **Automated SMS, WhatsApp and Telegram messages to the students regarding the syllabus, schedule, and results**
2. **Examination forms and fee payments are conducted through online mode.**
3. **The examination process is totally online through the internal server of the college.**
4. **Evaluation of the Class tests, Unit tests and Quizzes are conducted and evaluated through the College LMS.**
5. **Evaluation of the online exams conducted is also automated through examination software run by the Autonomous Cell.**

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

**The UGC Model curriculum is adopted and Learning Outcomes-based Curriculum Framework (UGC-LOCF) is followed to prepare, modify / update and implement the Curriculum. The Prepared COs and PSOs are uploaded on to the College Website to be viewed by all stakeholders.**

The Course Outcomes (COs) represent the expected knowledge and skills student acquires at the end of a course. Programme Specific Outcomes (PSOs) and Course Outcomes (COs) include producing among students:

1. Knowledge and skill of the subject.
2. Awareness and sensitivity to local, national and global problems related to deprivation, socio-political issues, gender, environment, and discriminatory and exclusionary practices.
3. Interest and capacity for research and
4. Aspects related to Employability

**Detailed programme and course outcomes of the college are uploaded and link provided in additional information below.**

The college follows outcome-based education. Course Outcomes (COs) are defined for all the courses in the curriculum by each department. **Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the Institution are stated and displayed on website and communicated to teachers, students and parents.**

The Learning Outcomes are helpful in developing the framework of teaching and learning and facilitate a clear understanding about the course expectations. They also support the process of learning. Further, they present a clear picture of employability, skill development and entrepreneurship prospects of the course. Learning outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics. **It is further ensured that the Learning outcomes are at par with UGC-LOCF document.**

**Learning outcomes are promptly communicated through prospectus, orientation programmes, notice boards, LED Signage Boards, and the College website to the stakeholders especially parents to persuade maximum students towards the skill oriented and value-based courses.**

Academic council frames the curriculum which incorporates Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all Programmes offered by the institution. All college teachers are the members of board of studies or of syllabus sub committees, basic process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.

Teachers of every department interact with the students about what they are supposed to get at the end of each Programme. The Programme outcomes of all the subjects are clearly made known to the students. Successful alumni students are invited to interact with both the students and teachers at specific events and meetings.

Thorough discussion is made in the each IQAC meeting which is later reiterated at departmental level to the teachers as well as to students. The possible ease or difficulties in the attainment of these outcomes is also considered. The college organizes career counselling lectures and capability enhancement Programmes to effectively communicate the learning objectives and expected outcomes.

The following platforms are used for dissemination of the POs and PSOs to the stakeholders-

1. The POs and PSOs are uploaded in the College Website.
2. Prospectus and Notice Boards/ LED Signage Boards
3. Induction and Orientation Programmes
4. Parent Teacher Meeting, Alumni Meet
5. Student-Industry Interface
6. Campus Recruitment Drives –(TISS)

| File Description                                     | Document                      |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |
| Link for Additional Information                      | <a href="#">View Document</a> |

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

#### Response:

The learning outcomes of all programmes are clearly stated and well conveyed to the faculty and students through multiple methods. The process of communication of programme outcomes, program specific outcomes and syllabus involves the following steps-

- Syllabus along with the learning outcomes is made available at all departments.
- The learning outcomes is displayed through notice boards and LED Signage Boards
- The learning outcomes is discussed through departmental meetings to emphasize its applicability and significance.
- The students are made aware of the programmes and learning outcomes at the induction programmes.
- The Syllabus along with the learning outcomes are displayed at the college website.

#### ATTAINMENT OF PO, CO AND PSO's

**The UGC's programme wise guidelines for Learning Outcomes-based Curriculum Framework (LOCF) is applied to prepare, modify and implement the curriculum and update the Learning Outcomes of the College. In this way it is ensured that the learning outcomes of the College is *at par* with the UGC-LOCF document. The attainment levels of the Learning Outcomes of the College are assessed, finalized at college level and then conveyed to IQAC.**

Attainment of Learning Outcomes are primarily calculated using examination results. The College evaluates the attainment of Undergraduate Programmes' COs, POs and PSOs through "Direct Attainment Process" in which the passing percent and students' progression to the higher studies is taken into account. Whereas for the Post graduate level attainment of Programme outcomes and course outcomes are evaluated by below evaluation system -

#### The attainment process in all comprises of: -

1. **Direct attainment- Examinations (80:20)**
2. **In-Direct attainment- Feedback**

For measuring the level of attainment of POs, PSOs and COs college acquired feedback from all the stakeholders in this respect and try to take necessary steps accordingly. Further, additional measures to

ensure the attainment of Learning Outcomes is ensured by-

1. Strict implementation of Academic Calendar in the institution.
2. Maintenance of Teaching Diary by each and every faculty in every academic year.
3. Submission of year-wise/Semester-Wise Evaluation Reports by all the subject teachers.
4. Result analysis by Internal Examination Committee and preparation of evaluation reports.
5. Review of the students' progression to higher studies and their placements by the Placement Cell of the College.
6. Students are categorized as slow and advanced learner on the basis of a sophisticated system of Formative and Summative Assessments, following which slow and advanced learners are taken care of accordingly. Slow learners are subjected to the Yugal Model through which an array of measures is taken to ensure their progress.
7. Online and on paper feedback of alumni helps to evaluate whether students have properly perceived the contents of the curriculum.
8. MOODLE, Google Classroom, PPT's, MCQs, Peer Evaluation, Home Assignments, Unit Tests and College Assessment are substantially helping to evaluate the learning outcomes.
9. Employability Enhancement Programme is conducted with collaboration with TISS. (Tata institute of social sciences, Mumbai), and the number of placements is recorded.
10. Students are also encouraged to take part in competitions, seminars and conferences, research competitions, etc. and then felicitated and rewarded in annual function.

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

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 100

#### 2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1236

#### 2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1236

| File Description  | Document                      |
|---|-------------------------------|
| Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for the annual report  | <a href="#">View Document</a> |



## 2.7 Student Satisfaction Survey

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

**Response:** 3.61

| File Description                                   | Document                      |
|--|-------------------------------|
| Upload database of all currently enrolled students | <a href="#">View Document</a> |
| Upload any additional information                  | <a href="#">View Document</a> |

NAAC

## Criterion 3 - 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**

**Response:**

At present, nine (09) PG departments (Hindi, English, History, Sociology, Geography, Home science, Commerce, Botany, and Zoology) are recognized as a Research Centre of Pt. Ravishankar Shukla University, Raipur and many other departments like Psychology undertakes research activity and has produced six (06) Ph.Ds. till now with three registered scholars presently working.

The research facilities updated in the research centres in the last five years are as follows:

- 1. Department of Botany:** One research guide and five research scholars have registered in the department. Augmentation in instruments along with a Herbarium.
- 2. Department of Commerce:** Recognition of two (02) research guides, two (02) scholars registered out of which one (01) has submitted Ph.D. thesis in last five years.
- 3. Department of English:** A total of 351 books and one computer was added.
- 4. Department of Geography:** GPS facility and collaboration with TISS has been achieved. A total of 300 books were added.
- 5. Department of Hindi:** Recognition of two research guides. Eleven (11) scholars registered in last five years. 1407 Books were procured for research purpose. 150 Magazines were bought for research scholars.
- 6. Department of History:** Fifteen (15) scholars out of which four (04) have been awarded Ph.D. degree and eleven (11) scholars are currently working. 632 books were procured.
- 7. Department of Home Science:** Eight (08) research scholars are presently working in the department. The department has added many research facilities in the form of books & journals and ICT facilities.
- 8. Department of Sociology:** Three research guides and Twenty (20) Ph.D. Awards in the last five years. About 437 books and journals were procured.
- 9. Department of Zoology:** One research supervisor has been added along with a total of 1024 books were procured for research scholars.
- 10. Department of Psychology:** Ten (10) scholars out of which six have been awarded Ph.D. degree and four scholars are currently working. 383 books along with SPSS software were added. Further, five (05) computers, two (02) DLP and two (02) printers were procured.

The institution has a research policy implemented by the Research Promotion Cell (RPC) for constant pursuit of developing scientific temper and research culture in the college. Responsibilities and functions of the Research Promotion Cell:

The Cell is responsible for the following activities:

1. The review and monitoring of achievements under the Research and Development in the college.
2. Motivate all faculties to pursue research in their respective areas of expertise.
3. The protection of the Institute's intellectual property.

4. Consultancy activities related to research and development.
5. The provision of research and development opportunities for academic staff.
6. Augmentation of infrastructure for promoting the quality and quantity of research and development.
7. Monitor the application of Research Funds to ensure proper mobility.
8. Promote multidisciplinary research endeavours across faculties and departments.
9. To formulate incentive schemes for promoting research activities among teachers and students/scholars.
10. Encourage national and international conferences & workshops etc.
11. To organize the lectures of eminent scientists

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View Document</a> |
| URL of Policy document on promotion of research uploaded on website   | <a href="#">View Document</a> |

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 0.06

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.1     | 0.1     | 0.1     | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Minutes of the relevant bodies of the Institution              | <a href="#">View Document</a> |
| List of teachers receiving grant and details of grant received | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

**Response:** 0

**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

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

| File Description  | Document                      |
|---|-------------------------------|
| List of teachers and their international fellowship details | <a href="#">View Document</a> |

**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 25.75**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 25.75   |

| File Description   | Document                      |
|--|-------------------------------|
| List of project and grant details  | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by government and non-government | <a href="#">View Document</a> |

**3.2.2 Percentage of teachers having research projects during the last five years****Response:** 2**3.2.2.1 Number of teachers having research projects during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 9       |

| File Description                           | Document                      |
|--|-------------------------------|
| Names of teachers having research projects | <a href="#">View Document</a> |
| Any additional information                 | <a href="#">View Document</a> |

### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 31.46

#### 3.2.3.1 Number of teachers recognized as research guides

Response: 28

| File Description   | Document                      |
|--|-------------------------------|
| Upload copies of the letter of the university recognizing faculty as research guides | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response:** 4.55

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 5       |

#### 3.2.4.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 23      | 23      | 22      | 22      | 22      |

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |
| Paste link to funding agency website          | <a href="#">View Document</a> |

### 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:**

The institution promotes innovative practices among faculty as well as students, despite having firmly established processes as a Government Institution. Employability related skills of students are mapped to job market requirements through special assessment programs. **In order to cultivate entrepreneurial skills, workshops and awareness programs are organized and the students are guided to participate in exhibitions and other related Government programs where they can showcase and retail their articles prepared under training and guidance by the various departments of the college.**

The institute regularly organizes **Entrepreneurship Awareness Camps** for faculty and students. The **Women Study Centre (WSC)** has organized the following programs in order to encourage innovations, creation and transfer of knowledge for research, entrepreneurship, community orientation and Incubation:

1. On 1st and 2nd February, "GREEN LIVELYHOOD" a workshop was organized to provide hands-on training on making bamboo arts and articles to assist employability to support livelihood.
2. On 23rd March 2018 a seminar was organized, "WOMEN ENTREPRENEURS-PSYCHOLOGICAL, SOCIAL CHALLENGES AND OTHER GENDER ISSUES" in collaboration for the same from CGCOST.
3. On 27.01.2018 Skill Development of Women of Chhattisgarh at Dantewada, Bastar District.
4. "Talk by Suruchi Pandey BHARTIYE SANSKRITI ME DEVIYON KA UDVIKAS 28/8/2018.
5. "Skill development workshops AT GIRODPURI AND NAGARI SIHAWA on 24th January and 6th February 2018.
6. "SATNAMI SANSKRITI VIKAS MAHILAO KA MAHATAV EVAM SAMAJIK SAMRASTA ME UNKA YOGDAN 23/2/2018
7. "PARNA ACHHADIT BASTAR KI LOK SANSKRITI ME NAARI - A documentation work.
8. "On 25th February and 28th February 2020, the WSC organized an awareness Program on prevention and protection of COVID 19 and a motivational lecture on "Girl Child Abuse and rights of child protection" respectively.
9. "On 1st of August 2020 an International webinar for the society and education professionals was organized on "HEALTH AND WELLNESS STRATEGIES DURING COVID 19 AND BEYOND"
10. International Women's Day is celebrated every year on 8th March.

We are entering into the second phase of establishing the Women Studies Centre, and we have applied for a post graduate certificate course.

Apart from this, the **Food Science laboratory of the Home Science Department has organized a "Multi-Media Action Plan for Nutrition-and-Health Awareness Building among Tribal Women" in collaboration with "Centre for Science Technology & Environmental Policy Studies".**

**The research conducted is disseminated promptly by various extension and outreach activities. Apart**

from this the College is also engaged in **consultancy services** through its various departments. Being a Government organisation revenue generation by consultancy is not possible. Hence, the consultancy services provided are totally free and solely for the betterment of the society.

**The Incubation and Placement Cell** of our college arranges student-Industry interface program in collaboration with the Tata Institute of Social Sciences (TISS) in which students are placed. The Placement Cell organises awareness programmes regarding employability skills, professional ethics and updates the students of the available opportunities. Many students have been placed in such drives by college with TISS.

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

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 0

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

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

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

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years****Response:** 9.88**3.4.2.1 How many Ph.Ds are registered within last 5 years**

Response: 79

**3.4.2.2 Number of teachers recognized as guides during the last five years**

Response: 8

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| URL to the research page on HEI web site   | <a href="#">View Document</a> |

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 2.97**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 37      | 43      | 66      | 61      | 60      |

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

**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response:** 0.65**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 16      | 5       | 27      | 7       | 3       |

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

### 3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 4

| File Description   | Document                      |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | <a href="#">View Document</a> |

### 3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 2.5

| File Description   | Document                      |
|--|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View Document</a> |

## 3.5 Consultancy

### 3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

#### 3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

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

| File Description                                  | Document                      |
|---|-------------------------------|
| List of consultants and revenue generated by them | <a href="#">View Document</a> |

### 3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

**Response:** 0

#### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

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

| File Description   | Document                      |
|--|-------------------------------|
| List of facilities and staff available for undertaking consultancy | <a href="#">View Document</a> |

## 3.6 Extension Activities

### 3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

**Response:**

It is universally accepted that service to mankind is service to God. Imparting such values and attitude to students is the main motive of the college. The institute carries out a number of extension activities in the neighborhood community. The college has two NSS units with 200 dedicated student volunteers, one NCC unit with 54 student cadets and a Youth Red Cross Society with all enrolled college students concentrates on the welfare of the neighborhood community and sensitizes their social problems and takes necessary steps for the betterment of the society. Our NCC cadets send rakhees for our soldiers every year.

These social outreach programmes brought a great impact on the holistic development of the students as they come across different categories of the people and their living standards.

Throughout the year the NCC, NSS and red cross students demonstrate on a current social problem through rallies, oath taking, poster making, debate, nukkad natak, quiz, essay writing etc.

Almost every year some of NCC cadets from our college participate in RDC New Delhi, Thal sainik Camp (TSC) Delhi, National Integration Camp, Delhi, Tracking, Movlankar shooting camp, Short Service Board Camp, Delhi (Indian defence force), Ek Bharat Shresht Bharat, Youth Exchange Camp. This leads Raksha Sachiv award to the NCC officer of the college.

To sensitize the students towards social issues for their holistic development, the college organizes a number of extension and outreach activities.

The Swatch Bharath Abhiyan, awareness on traffic rules by traffic week celebration, Nasha Mukti Abhiyan, food, cloth, mask, stationary, books, utensils, medicines distribution as per the need of society during the period of crisis, International Yoga Day, Tree Plantation, NCC day, World Aids Day, Cancer Day, Blood Donation Camp, Eye check-up and Donation Camp, Disaster Management Programme, Health and Hygiene, Women's Day, Tree Plantation Drive, awareness programs on Dowry, Breast feeding, and ill effects of plastic usage and plastic waste were successfully conducted by the College.

Programs on Women entrepreneurship, Beti Bachao Beti Padhao, awareness on suicides, gender sensitization, collection and distribution of old cloths, books to underprivileged and needy, awareness on cultural, heritage and health safety, and best out of waste were also organized by the College.

Career guidance to the high school children by distributing booklets and sensitizing them about various career options after Higher Secondary School Leaving Certificate Examination is provided on regular basis. These activities connect students with the larger social issues in the community and makes them socially responsible, sensitive and thus facilitates in the holistic development.

The College through the "Unnat Bharat Abhiyaan" (UBA) have adopted five (05) nearby villages and a number of activities have been conducted for the betterment of these villages. Apart from the UBA, a nearby village, Kathadeeh is also adopted by the college and various need-based support is given to the people. In addition, demonstration of various products for general and menstrual hygiene, rainwater harvesting, medical camp organized in the adopted village.

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

### 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 last five years

**Response:** 24

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 4       | 7       | 7       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |
| e-copy of the award letters                              | <a href="#">View Document</a> |

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 11710

#### 3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 566     | 3490    | 2734    | 2984    | 1936    |

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

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

**Response:** 54.96

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 566     | 3490    | 2734    | 2984    | 1936    |

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

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

**Response:** 5.8

##### 3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 12      | 10      | 3       | 4       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | <a href="#">View Document</a> |
| Copies of collaboration                                      | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

#### 3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 9

##### 3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 4       | 2       | 1       | 1       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The strength of the institution is in terms of expertise and infrastructure. Institute is located in the heart of the city, spread in an area of 4.47 acres of land with 68 classrooms in four blocks, 16 laboratories, canteen, office area and 04 hostels accommodating more than 700 students coming from remote rural areas of the region. The college has an additional 301 acres of cultivated land which generates ample revenue to ensure adequacy of resources for the noble cause of women's education.

There are 133 computers in the college out of which 113 has been reserved for students' use. Furthermore, there are three Computer laboratories with a total of 76, out of which 72 Computers are solely reserved for students' use.

#### **AUGMENTATION IN LAST 5 YEARS-**

1. **Lecture Halls with RUSA Grant** – The institution has been the recipient of RUSA Grant for infrastructure and development. A two- storied building has been constructed with RUSA grant having 08 big lecture halls. Some of the halls have the seating capacity of approximately 100 students.
2. **Smart Classrooms** - 31 Smart classrooms are equipped with smart boards with projector, audio system to support online presentations, educational videos to provide a good learning environment.
3. **Indoor Sports Complex** - The construction of an indoor sports complex has been completed. This is one of the state-of-the-Art complexes having arrangements for a variety of indoor sports like gymnastics, badminton, netball, basketball, and carrom among others. Several national and international games have also been organized.
4. **Facilities for Differently-Abled Students**-The institution is concerned about the needs of differently-abled students and understands its social responsibility that differently -abled students should be respected and treated as normal human beings. Efforts are taken to bring them into the mainstream of society. Addressing to their mobility needs, the College has ramps, corridors-railings, Braille classroom labels, and a Braille section in the library. The College has been identified under Sugamya Bharat Abhiyaan for accessibility.
5. **Wi-fi Enabled Campus**-Wi-fi hotspots have been created in every part of the campus. The local area network connectivity is ensured using Airtel fiber optics backbone and desktop connectivity to faculty members and students for promoting the teaching and learning environment. This enables optimal use of resources by faculty and students.
6. **ICT Facilities** – There are 03 well-equipped computer laboratories in the institute. Most of the other laboratories are equipped with ICT facilities. About 40 Cameras for surveillance have been installed. All the resources are well utilized to make teaching learning meaningful.
7. **Accessibility:** The staff and student-teachers have an access to internet and Wi-Fi connection. They use the available computers in the institution for curricular and co-curricular activities for preparing teaching learning materials, like PPT, seminar and assignments etc. The staff also avail the ICT facilities to enhance their teaching competencies and for their research.

8. **Biometric Attendance System- To bring about discipline and to inculcate punctuality among the students and staff, one biometric fingerprint attendance machine** in the administrative office, hostel and in the library.

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

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

##### Response:

**A. Cultural Activities:** The College has always promoted Cultural activities at all levels. The college has one auditorium and one seminar hall for Cultural activities. Apart from these, all the four Hostels have individual halls dedicated to Cultural activities. Further, the College celebrates all festivals and Days of National and International importance. The College has also been receiving Awards at State Level Youth Festivals. Cultural activities are also a routine feature of the NSS wing.

##### 1. Auditorium -

- The institution has an auditorium with seating capacity of approximately 500-600 people in hall and balcony. Stage has an attached green room.
- The auditorium has been elevated to Heritage like stature because of the memorable visit in this auditorium of Honorable Smt. Pratibha Devi Singh Ji Patil in 2008, the then President of India.
- Every year various academic, literary and cultural events, awareness and other official programs i.e., induction program, Oath ceremony, prize distribution, social gathering, sports activities etc. are organized in the auditorium. Besides these, programs like Voter Awareness program, Election training, Nodal Center for the valuation of university etc. from various Government and other agencies are conducted.
- Demonstration of Yoga, Classes of Yoga is conducted by the sports department. Indoor games activities are also conducted. Students practice and participate in competitions of games like Badminton, Table Tennis, Chess, and Carrom.

##### 2. Seminar Hall -

- Seminar hall is well-equipped with LCD, light and sound facilities and has a seating capacity of about 250 persons.
- It is used for small official programmes, cultural activities, workshops, seminars and conferences, lectures, Student's Union activities, Red-Cross, NSS, IQAC, Staff Council meetings, farewell etc.

##### 3. Indoor Stadium-

The Indoor Stadium located inside the College Campus is a massive structure with a full fledged



Badminton Court conforming to International norms. The Stadium hosts inter-college and state level sports tournaments.

## B. Sports -

Besides the common sports activities organized throughout the year, the sports department also runs B.P.Ed and P.G. Diploma in Yoga and Philosophy and thus various kinds of training and practice equipment are available in the institution. The International Yoga Day is celebrated every year on 21st of June when both the students and faculty members actively participate under the supervision of renowned yoga experts.

- **Indoor games** – Facilities of netball, carrom, table-tennis, chess etc. are available in auditorium and indoor sports complex. Several national and international events have been organized.
- Well- maintained Basketball and Volleyball Courts are available for the students.
- Facility of Indoor Gym is also available in the sports department. The Gym is quite sophisticated and is equipped with modern exercise instruments for keeping the whole body healthy.

## AUGMENTATION IN LAST 5 YEARS-

1. **Indoor Sports Complex** - Completed in the year 2016-17. It is used primarily for Indoor games. Several national and international events have been organised.
2. **Open Gym** – There is an open Gymnasium established in the year 2016-17 by the Nagar Nigam, Raipur. The Gymnasium is well placed amidst greenery to make the exercise session interesting.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Geotagged pictures                    | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

Response: 10.14

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

Response: 7

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

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

**Response:** 12.02

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

| 2020-21  | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|---------|---------|---------|---------|
| 11.65103 | 6.19922 | 3.93540 | 6.56601 | 7.72512 |

| File Description  | Document                      |
|---|-------------------------------|
| Upload Details of Expenditure , excluding salary during the last five years | <a href="#">View Document</a> |
| Upload audited utilization statements                                       | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

**Response:**

The library is automated through Integrated Library Management Software (ILMS). The Library uses the Software for University Libraries 2.0 (SOUL 2.0) , a software recommended and developed by INFLIBNET. All the routine library transactions and management is conducted by SOUL. The Library has attached reading rooms that have a calm and quiet environment with adjacent racks for reference books. The OPAC (Online public access catalogue) is also in place and available to students, staff and the general public through our website. OPAC searches related to title, author, publisher etc. can be done with ease. The OPAC is also linked to SOUL software. Further, our library has access to several online resources (e-journals – through N-List; e-Shodh Sindhu; Shodhganga; e-books of Oxford University Press; N-List and the National Digital Library). All these online resources are available to the students at separate terminals with PCs. The Library has xerox and printing facilities available to the students.

Books in the library are maintained through ILMS. The Library has a OPAC for the use of stakeholders. The Library Id is automated from the year 2011.

#### Advantages of SOUL 2.0:

SOUL 2.0 is a UNICODE based system with multilingual support and complying to International Standards (AACR2, MARC21, NCIP 2.0, MARCXML, and SIP2 protocol for RFID) which can be used with a variety of other applications. It has a user-friendly interface and requires minimal training. It has

support for MS-SQL, My SQL, and many RDBMS. It has support for e-books, e-journals and related resources. It can copy cataloguing from MARC-21 bibliographic database online. It has built-in templates required for data input for different types of documents, which is user customizable. Supports exchange of Data by ISO-2709 standards. Hence, the advantages of SOUL 2.0 is quite obvious from the above features, making it important in the automation of the Collge Library.

#### **Utility of SOUL in Library Management and Automation:**

The SOUL 2.0 has an inbuilt capacity for different module generation, through which our Library is automated. These modules generate a number of reports which is useful and eliminates a majority of manual processes involved in library management saving time and manpower. Some of the important modules with the nature of reports generated through the SOUL 2.0 are as follows:

- **Administrative Module:** This generated fourteen types of reports can be generated under four sub-modules. All these reports are concerned with the management and administration of the library.
- **Acquisition Module:** The reports generated under this module involve detailed information of suggestions, orders, accessioning, and payment process.
- **Cataloguing Module:** Reports under this module deal with user services, basic reports and Advanced reports.
- **Circulation Module:** Reports of all transactions such as book issue, return, and reservation are accessible under this module.
- **Serial Control:** This module generates 15 types of reports including subscriptions, suggestions, check-in and payment details.

These sophisticated modules generated by SOUL 2.0 assists the college library in the management and automation.

The Library has a separate section for differently abled students including a Braille Section with Braille Books.

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

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc | <a href="#">View Document</a> |

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

**Response:** 2.32

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.81381 | .1947   | 1.44669 | 3.0819  | 5.06189 |

| File Description   | Document                      |
|--|-------------------------------|
| Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts   | <a href="#">View Document</a> |

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

**Response:** 2.75

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

Response: 109

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

### 4.3 IT Infrastructure

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

**Response:**

The institution has an IT-Policy which covers all the IT infrastructure, its usage and ethics. Apart from this there is a well equipped **UGC Network Resource Center (UGC-NRC)** with two computer laboratories. A dedicated Website Committee is also functional which is concerned with uploading and updation of contents onto the College Website. Presently, the institution provides both intranet and internet web connectivity to its employees and students. Apart from wired server connections for the intranet, the **UGC-NRC** of the college functions for web connectivity of the college. **The college has a Internet connectivity with a speed of 300 MBPS which is evenly distributed through dedicated Local Area Network (LAN) and WiFi to all classrooms and Departments. Multiple Subscriber Set Identifiers (SIIDs) are configured inside the campus.**

**The resolutions of College IT Policy are as follows:**

? Allowing internet connectivity in the campus to each and every student, staff members and visitors (Stakeholders).

? Ensuring clean browsing along with fair usage of IT resources by stakeholders.

? Safeguarding the data of stakeholders by using secure encryption and firewall to filter out dangerous and phishing sites.

? Providing basic IT facilities like computers, access to email, knowledge providing trusted internet sites, and other related facilities to our stakeholders.

? Implementation of IT during admission and examination process of the college.

? Discouraging policy violations and guiding stakeholders to solve their difficulties.

? Maintaining basic facilities and infrastructure so as to easily communicate to stakeholders as and when required.

? Enhancing the IT infrastructure of Institute by procuring standard quality products (Hardware & Software) in accordance with Government guidelines.

? Collection of feedback to further strengthen the IT framework of the college as per the requirement of the stakeholders.

**The college has an internet bandwidth speed of 300 Mbps for teaching, learning and research activities.** There are separate Service Set Identifiers (SSIDs) for students, staff and the autonomous cell. A dedicated Wi-Fi from JIO is also present which requires login by providing one Time Password Verification (OTP) for all students, staff and outsiders visiting the campus. The institution also has access to JIO Private net for all students, staff and visitors who have a JIO SIM. Once logged in this provides online connectivity with a data limit. The Wi-Fi networks are secured by passwords. Further, the network is subjected to content filtering service (CFC) through a determined firewall. The CFC is also functional for WiFi networks.

For video surveillance, 40 cameras have been installed to keep vigil on all corners of the institute. All the

four hostels also have video surveillance for the safety of students. Digital signages are placed at the main areas to display notices, upcoming events and other information during office hours.

All access to the web along with usage of hardware and software along with disposal and recycling of e-wastes in the college are covered by the IT-Policy.

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

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

**Response:** 29.09

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student - computer ratio          | <a href="#">View Document</a> |

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

**Response:** 250 MBPS

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

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

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

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for Additional information         | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 1.41

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.00247 | 0.50931 | 0.4835  | 1.30549 | 1.18905 |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |

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

Response:

The institute has a systematic mechanism for the maintenance and proper utilization of physical, academic and support facilities. Some of them are maintained by Annual Maintenance Contract (AMC) given to concerned agencies. Regular cleaning of water tanks, proper garbage disposal, pest control and maintenance of buildings is done by the concerned employees. Upkeep of all facilities and cleanliness of the environment in the hostel is maintained through relevant committees.

##### Laboratories:

- The science laboratories are well -equipped to cater to the students and research scholars. All labs are updated by the UGC Basic Science Research grant (BSR).
- Record of maintenance account is maintained by lab technicians supervised by HODs of the concerned departments. The repairing and maintenance is done by the technicians of related

vendors or enterprise owners.

- The equipment used for Biological and Zoological experiments are annually cleaned and maintained by the concerned departments.
- There is a lab instructor in every department, who maintains the stock register by physically verifying the items round the year.

#### **Library:-**

- The Library is automated through ILMS (SOUL 2.0).
- There is a specified corner in the college library for all students, research scholars, visually-challenged students and the staff members. They can access the library by Biometric method.
- The institution has a library advisory committee which takes care of the efficient functioning of the library.
- The feedback for the library is obtained from the users in a centralized way by the librarian.

#### **Sports: -**

- The institution has a spacious sports complex, open gym and a playground and is used optimally by the students:-
- **Indoor Game Facilities:** Chess, Carrom, Gymnasium, Badminton, Table Tennis table with Robot machine, wrestling.
- **Outdoor Game Facilities** - Kabaddi, Netball, Handball, Basketball, Kho-kho, Parallel Bar, Cemented cricket pitch.
- **Equipment Available:** - Physical education department has a facility of multipurpose gymnasium, Badminton hall with synthetic court, Table Tennis with Robot machine, Bowling machine and Judo mat, and Sound system.

Students receive all kinds of training through a physical instructor.

#### **Computers: -**

- ? A total of 133 computers and three well equipped Wi-Fi computer labs are present.
- ? The institution is a member of Microsoft Academic Alliance (MSDN).
- ? Each Department has ICTs like computers, laptop, multi- function printer and projector for their teaching requirements.
- ? Internet and Wi-Fi enabled campus.
- ? LAN and internet connectivity is regularly tested.
- ? It has a hi-tech Seminar hall equipped with all modern teaching aids like DLP, computer set-up, speakers etc.

#### **Extra Curricular Activities:-**

- ? We have an auditorium and seminar hall for various academic and cultural activities. It is well-equipped



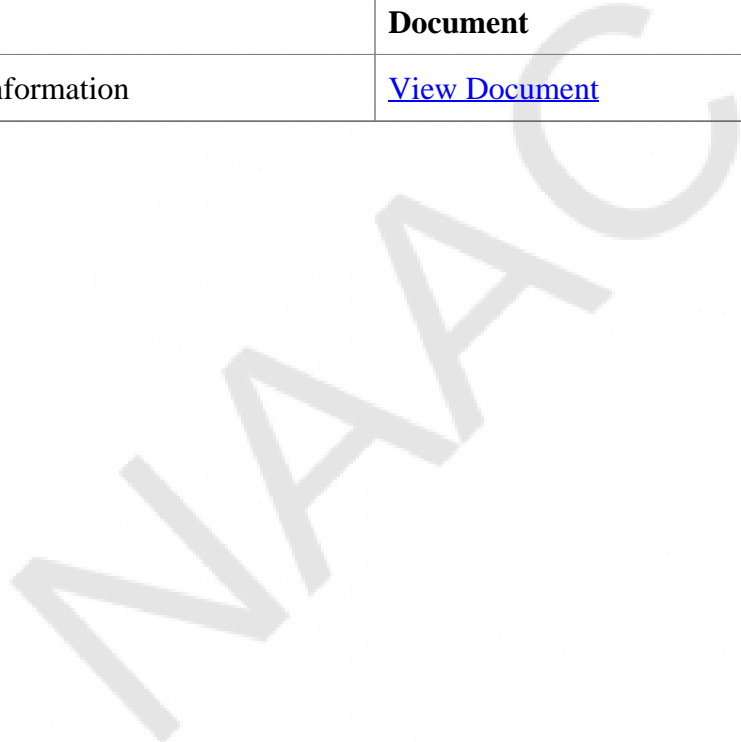
with an audio-visual system and maintained regularly.

? The college building, its auditorium, seminar hall is used for awareness programmes, election training by various Government agencies and is also provided for UPSC, PSC, VYAPAM, Bank and other exams.

### **Canteen Facility**

? The college has an economic and hygienic canteen. The food quality and cleanliness in the canteen is monitored by the nutrition department of Home Science faculty.

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 38.81

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1837    | 1837    | 1586    | 1511    | 1345    |

| File Description   | Document                      |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarships  | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | <a href="#">View Document</a> |

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

Response: 0.64

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 50      | 31      | 26      | 26      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Number of students benefited by scholarships and freships besides government schemes in last 5 years | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

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

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 8.01

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 70      | 498     | 1103    | 0       |

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

**5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

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

| File Description   | Document                      |
|--|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 0.73

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 6       | 32      | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Self attested list of students placed                   | <a href="#">View Document</a> |
| Details of student placement during the last five years | <a href="#">View Document</a> |

### 5.2.2 Percentage of student progression to higher education (previous graduating batch).

**Response:** 36.05

#### 5.2.2.1 Number of outgoing student progressing to higher education.

**Response:** 477

| File Description                                   | Document                      |
|--|-------------------------------|
| Details of student progression to higher education | <a href="#">View Document</a> |

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

**Response:** 54.82

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33      | 13      | 26      | 33      | 38      |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 56      | 23      | 50      | 65      | 68      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload supporting data for student/alumni   | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

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

**Response:** 74

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 22      | 18      | 17      | 14      |

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

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

#### Response:

The college has active student council constituted by merit-based nomination or by election as decided by the affiliating University and the department of higher education each year. The council functions under the supervision of Professor in-Charge, as directed by the Principal. Student Council is formed as per the norms and its meetings are held on regular intervals. It consists of students from all domains of the college. The constitution, functions and activities of Student council are listed in the schedule of college programmes /calendar. The departmental societies are also constituted by merit/opinion-based election, as per the norms of the department and their activities are conducted under the guidance of the Head of the concerned departments.

#### The Main Objectives of the Students' Council are as follows:

1. To promote and reinforce the democratic values and principles amongst the students and to educate them about their duties and rights in democracy.
2. To emerge with value-oriented leadership qualities and to inculcate a spirit of discipline and also to foster the spirit of community feelings.
3. To promote respect for human rights and dignity for the individuals and to prevent ragging.
4. To promote social, cultural, curricular and co-curricular activities in the campus;
5. To encourage participation in literary, cultural and sports activities to bring out their leadership and sense of belongingness to the institution.
6. To promote awareness on various issues of national and international importance.
7. To extend social service through mutual cooperation with a view to shaping a generation dedicated towards social, economic, political and psychological issues of the society.
8. To maintain hygiene and cleanliness in the campus.

To nurture a congenial atmosphere of learning and teaching for the development of the institution with the ultimate aim to build a knowledgeable society.

#### Structure/composition of the Students' Council:

- The Students' Council comprises of President, Vice-President, Secretary and Joint Secretary along with all class representatives formed by elections /nominations.
- The Activity Societies are nominated bodies: Co-curricular and Academic Activity Societies i.e., Cultural Society, Social Work Society includes Youth Red Cross Society, NCC/NSS and Nature Club etc.

**Activities of Students Council:**

**Co-curricular Activities:** Several co-curricular activities are conducted by the Students Council i.e., student magazine, musical performances, art shows, mock trials, debate competitions, and exhibitions, which are organised by the College.

**Academic Activities:** Various literary activities like essay competition, quizzes and academic field visits are conducted by the Students' Council through individual Postgraduate Societies formed in each department. The postgraduate Societies are concerned with all academic activities of the respective department including field visits and outreach programmes.

**Cultural Activities:** Cultural activities are organised by the Students Council throughout the year. The departments of Kathak Nritya and Music actively collaborate with the Students Council for cultural programmes organised by the college.

**Social Activities:** The Students' Council actively participates in various social and outreach programmes organised by the college. The council organises social activities through several societies like the Youth Red Cross Society, National Cadet Corps (NCC), National Service Scheme (NSS) and Nature Club etc

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for Additional Information | <a href="#">View Document</a> |

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**

**Response:** 32.4

**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33      | 32      | 32      | 32      | 33      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information                                      | <a href="#">View Document</a> |
| Number of sports and cultural events / competitions organised per year | <a href="#">View Document</a> |

**5.4 Alumni Engagement**

#### **5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

##### **Response:**

**The College has a functional and registered Alumni Association (Regd. No. 11333 dated 5.4.2007) which was formed as an indispensable process for the growth and development of institution.** The alumnae of the college are well distinguished and are placed all over the world. Our alumnae are from all stratas of the society. They have excelled in all fields like Army, Army Medical Corps, and Academicians. All the outgoing students of the college are inducted and registered into the alumni association. Alumni have registered in the college Alumni association. The college organises Alumni Meets and alumnae related programs on a regular basis, in which large numbers of alumni enthusiastically participate and share their views and suggestions for the development of the college. The alumnae have also contributed financially for the development of the college and a Corpus Fund has been created with their contributions. This fund is utilised for general development of the College and providing financial support to the economically backward students for their education. The institution has an amount of Rs. 261000 contributed by the Alumnae.

##### **Alumni Participation in Curricular and Co-Curricular Activities:**

1. A "Legal Awareness Cell" was formed in September, 2014 in which our alumnae, Smt. Aradhna Choubey, Ex-Judge was nominated as President of the cell. Smt. Shatabdi Pandey, Ex-President Bal Aayog and Dr. Aruna Palta, Honorable Vice Chancellor Hemchand Yadav Durg University, Chhattisgarh. was nominated as the Vice-President and Secretary of the cell respectively.
2. The cell is involved in imparting information to the students of the college about the various legal issues.
3. Alumnae as members of the Board of Studies in all departments provide feedback for Curriculum improvement.
4. Expert talks by distinguished alumnae are organized as part of the Career Vision Programme.

##### **Financial Contributions:**

The College alumnae consistently provide financial support to the institution and made donations of academic relevance. In the session, 2017-18 NRI alumnae of the college, Mrs. Shanta Banerjee donated two (02) computers to the college for students. Likewise, articles such as Water Coolers and a Sound System. Tables and chairs were donated by Hon, (Smt.) Mukteshwari Baghel W/O Hon. Shri Bhupesh Baghel, Chief Minister., Government of Chhattisgarh.

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |



**5.4.2 Alumni financial contribution during the last five years (in INR).**

**Response:** D. 2 Lakhs - 5 Lakhs

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The institute's focus and core ideology is reflected in its vision and mission as shown below:

##### **Our Motto-“Aaroh Tamso Jyotih-From darkness to light”.**

The vision is to be a pre-eminent center of excellence, generating and imparting knowledge. Empowering girls through quality education and provide equal opportunity to all students irrespective of caste, creed or socio-economic status.

##### **VISION:**

- Quality enhancement through motivation and confidence building through learning.
- To mould students into well-meaning citizens through a socially committed, value driven and future oriented paradigm of learning.
- To prepare students to encounter the academic challenges with confidence, to develop indigenous techniques/methods to solve various problems i.e., subject related and real- life problems.

##### **MISSION: In order to translate the vision into reality our mission is as follows-**

- To create a teaching learning environment and research attitude conducive to the pursuit of higher knowledge, relevant skills and experience.
- To provide quality education to girl students by synchronizing tradition with modernity and blending professional and vocational education with traditional courses for their development.
- To foster self and community development by sensitizing the students on socio- economic issues emphasizing on gender, religious harmony, environment and human rights by including related topics into the curriculum and through co-curricular activities.

**The college strives to achieve the vision and mission of the college. Many innovative measures are incorporated to ensure good governance of the college. E-Governance is initiated in all major processes like admission, teaching and learning process, examination and library activities of the institution. The general administrative setup of college includes the Principal, supported by Heads of the departments, Conveners of administrative Committees, Controller of Examinations, Assistant Controller, Finance officer, Librarian, Registrar, Office Head Clerk, Hostel Manager, Accountant and other class III and IV employees as support staff.**

**Committees that ensure the smooth functioning of the college include: College Governing Council, Janbhagidari Committee; Academic Council and Boards of Studies; Finance Committee; Planning and Evaluation Committee. Other committees that take part in governance include: Internal Quality Assurance Cell (IQAC); Autonomous Examination Cell; Research Promotion Cell; Mentoring Committee, Training and Placement Cell, Hostel Management Committee.**

The Principal and various committees strive to ensure systematic management systematically in the college. The institution encourages participative management by involving various stakeholders at appropriate levels of decision-making process.

Recurring and intermittent requirements are identified by the Heads of the respective departments and Office Section, which after approval of the Finance Committee and Principal are fulfilled following Government norms.

**Participative management is ensured by including all faculties in the various committees, in curriculum designing, teaching of courses, examination reforms, maintenance of academic standards, and student welfare.** This brings transparency to the governance and inherently encourages team-work, while ensuring practicable decision-making. Students and alumni also have representation of committees wherever possible so that their views are also considered in governance. **Thus, all stakeholders of the college are involved at various levels in assessing actual needs, budgetary requirements, academic standards and policy-making, progression in innovation and research.**

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

#### **Response:**

The college practices decentralization and participative management by constituting a number of committees at the beginning of the each session. The success of college is the result of the combined efforts of all who work towards attaining the vision of the institution. The involvement and cooperation of Principal and faculty in devising and implementing decision making policies for academic and administrative affairs is ensured.

**Case Study:** The department of Zoology, Govt. D. B. Girls P. G. College Raipur, is planning to provide world-class research and learning in field of the molecular sciences which will encompass traditional as well as modern branches of life sciences. The department has outlined its plans to strengthen its research and teaching by: -

- 1. Emphasizing applied biology in hiring, infrastructure, and curriculum development**
- 2. Emphasizing structural biology, genetic engineering, immunology, genomics, proteomics research**

Central Government has banned the dissection and in an age of the modern science there is an urgent need to incorporate genetics, biotechnology and molecular biology into the PG curriculum keeping in view the Syllabus of NET, SET examination and also for advanced research. **In this context the college has decided to introduce, Cytogenetics in the M.Sc., Zoology programme along with establishment of a**

**Drosophila Stock Centre.**

**The steps to incorporate Cytogenetics and establish Drosophila stock centre are as follows:**

1. **Department Level Participation:** Each faculty of the department, after meetings with the HOD assesses the need of relevant topics and prepares the syllabus.
2. **Board of Studies:** The prepared syllabus is then presented to the experts of Board of Studies, for their inputs and further revisions and updations. In this decision process we have come-up, that for the practical purpose, the setup of Dorsophilla stock center in necessary. So, the department of zoology has prepared a project proposal for Dorsophilla Stock Centre, to present it in the staff council meeting.
3. **Staff Council of D.B. Girls college:** The staff council has approved the proposals of Syllabus and asked to present it to the Academic Council for approval. It has been instructed to present the details of **Dorsophilla stock Centre** before the Janbhagidari Samiti and State Government.
4. **Academic Council:** The syllabus was then presented to the academic council and was approved.
5. **Janbhagidari Samiti:** They have considered and nominated the Dorsophilla Stock Centre project for their 2021-22 session meetings and proposed partial funding from their end.

This promotes the active participation of the Staff members and decision makers for the effective organizational setup and also to come up with the project ideas which can cater to the need of advance research and provide maximum benefits to the student. Participative management for all the college activities reveals the significant relationship between students, staff and organizational effectiveness.

Our plan calls for the establishment of Drosophila stock and research centre. The execution of this plan will allow us to excel in own field. This will open opportunities for the creation of externally funded Centers and for success in obtaining training grants, high-end instrumentation, and graduate student support resources.

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information                                      | <a href="#">View Document</a> |
| Link for strategic plan and deployment documents on the website | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

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

**Response:**

The college has a perspective plan for development, based on the master plan, consisting of goals, objectives and action plans. The previous perspective plans of the college have been completed in the following ways:

1. ICT, library and Physical Infrastructure / Instrumentation

2. Curriculum Development
3. Teaching and learning
4. Research and development
5. Examination and Evaluation

As an instance, one activity which was successfully implemented based on the college perspective plan is mentioned below:

#### Introduction of new programmes

After the second cycle of NAAC, college IQAC seriously worked upon the recommendations of NAAC and the first recommendation in which the NAAC suggested introducing new job oriented Certificate and Diploma PG courses was successfully implemented by the college. The IQAC planned strategically the introduction of new job-oriented programs. To achieve the goal, a perspective plan was prepared for the next five years 2014-15 to 2018-19 with the help of inputs taken from all stakeholders. Then it was divided into a year-wise strategic plan.

Finally, a total of thirteen new courses were introduced:

1. Master of Science in Geography 2014
2. Master of Science in Physics 2015
3. Diploma in Hospitality Management 2015
4. Bachelor of Science with Biotechnology 2017
5. Post Graduate Diploma in Yoga and Philosophy 2019
6. Post Graduate Diploma in Psychological Guidance and Counselling 2019
7. Master of Arts in Public administration 2019
8. Ph.D. Research Centre in Commerce 2019
9. Ph.D. Research Centre in History 2020
10. Master of Social Work 2021
11. PG Diploma in Research Methodology and Statistical Analysis 2021
12. Certificate Course in Bakery and Confectionary 2021
13. P.G. Diploma in fashion Designing 2012

Apart from the above courses, the College also has a Women Study Centre, in its second phase a PG Certificate Course in Women Studies is under consideration in the Department of Higher Education. It is to be noted that this is the only Women Study Centre (WSC) in a college in Chhattisgarh state. Some of the activities conducted by WSC are listed below:

- On 23.03.2018 a programme on Women Entrepreneurs, their psychological Challenges and gender issues in collaboration with CGCOST .
- GREEN LIVELIHOOD WORKSHOP A VENTURE OF CWS 1/2/2018 & 2/2/2018.
- Skill development workshops AT GIRODPURI AND NAGARI SIHAWA on 24th January and 6th February 2018, a venture of CWS.
- "SATNAMI SANSKRITI VIKAS MAHILAO KA MAHATAV EVAM SAMJIK SAMRASTA ME UNKA YOGDAN 23/2/2018
- "PARNA ACHHADIT BASTAR KI LOK SANSKRITI ME NAARI
- 23.03.2018 WOMEN ENTREPRENEURS NEW OPPORTUNITIES AND PSYCHOLOGICAL CHALLENGES received collaboration for the same from CGCOST

- "Workshop on skill development of SC & ST WOMEN OF CHHATTISGARH AT DANTEWADA 27/1/2018
- "NIHAR SHODH EK SATAT PRAYAS" memorial lecture MAHADEVI VERMA -DR NIRUPAMA VERMA 27/2/2017.
- "Screened a documentary PARWAAZ"
- Magazine "Gargi Samwad"
- "On 21st September 2019 WSC organized one day Program on Women Empowerment
- On 6th November 2019 WSC organized a felicitation Program of Dr.Aruna Palta Hon. Vice Chancellor Hemchand Yadav University, Durg.
- On 25th February WSC organized an awareness programme on COVID 19.
- On 28th February WSC organized motivational lecture on "Girl Child Abuse and rights of child protection.
- On 8th March International Women's Day was observed.

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information                                      | <a href="#">View Document</a> |
| Link for Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for additional information                                 | <a href="#">View Document</a> |

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

**Response:**

**Administrative Set Up:**

The Secretary of C. G. Govt. and the Principal form the nucleus of the administration with the former being the final authority in all financial matters. The Principal shares this work and vets all financial projects before the latter endorses the same. The Principal is vested with the day-to-day running of the college. She has her team of Departmental Heads, the IQAC Coordinator, the Teachers' Council Secretary and the Registrar and Head Clerk to assist her in the discharge of this work.

**Governing Body:**

Chairperson Nominated by the State Government. Principal of College is Ex-Officio

Governing Body shall:

- recommendations of the Academic Council Approve new programmes of study leading to degrees and/or diplomas
- Body/state government as applicable in accordance with the policies laid down by the UGC and State Government from time to time. To approve the annual budget of the college before submitting the same at

the UGC.

(c) Perform such other functions and institute committees, as may be necessary and deemed

#### **.ACADEMIC COUNCIL:**

The Principal is Chairman of this council.

The Academic Council shall have powers to:

(a) Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so.

(b) Recommend to the Governing Body proposals for institution of new programmes of study.

#### **BOARD OF STUDIES:**

The Head of the Department concerned is Chairman. The Board of Studies of a Department in the college shall:

(a) prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the Academic Council;

(b) suggest methodologies for innovative teaching and evaluation techniques;

(c) suggest a panel of names to the Academic Council for appointment of examiners; and

(d) coordinate research, teaching, extension and other academic activities in the department/college.

#### **The Functions of Various Bodies:**

The IQAC Committee, the Finance Committee, the Janbhagidari committee, the Buildings Committee, Staff Council Committee, and the Hostel Committee take important decisions regarding finance, building construction, renovation and maintenance and issues related to the college hostel.

#### **Service Rules, Procedures, Recruitment and Promotion Policies:**

Service rules, recruitment rules and procedures are guided by the C. G. Government the Constitution of the college and the rules of the State Government as amended from time to time in this regard along with the eligibility criteria prescribed by the UGC. and State Government

**Grievance Redressal Mechanisms:** There are several Grievance Redressal Mechanisms including the Anti-Sexual Harassment Cell with its Internal Complaints Committee; the Anti-Ragging Cell; a Grievance Redressal Cell with complaints boxes prominently placed and the full implementation of the Right to Information.

| File Description                              | Document                      |
|---|-------------------------------|
| Any additional information                    | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |
| Link for additional information               | <a href="#">View Document</a> |

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

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

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

| File Description                            | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces             | <a href="#">View Document</a> |
| Institutional data in prescribed format     | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document | <a href="#">View Document</a> |
| Link for additional information             | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

Efforts made by the Institution to Enhance the Professional Development of its Teaching and Non-teaching Staff:

There are lots of welfare Schemes are available for Teaching Staff.

1. Career Advancement Schemes for those with higher qualification such as M.Phil. and Ph.D.
2. The college regularly organizes international/national/state level symposium, conferences, seminars and workshops in which college teaching faculty get an opportunity to interact with experts from different fields.
3. Duty leave facility for faculty members to attend various symposium, seminars, workshops, conferences for which they are granted.



4. Faculty members are encouraged to take up major and minor research projects. College also provides a seed money from Autonomous Fund to carry out an innovative research work specially to the young faculty.
  5. Need based and free Computer Training programme for Teaching is carried out throughout the year from our computer science department
  6. College provides free N-list membership to the faculty for easy access of latest study materials including e-journals, e-books.
  7. There are also Government Schemes in place to provide loans for those who wish to buy /construct houses or to purchase computers and festival advances.
  8. As per government norms, there is a provision of study leave, maternity leave /paternity leave, Child care leave, medical leave etc. Further, family pension, ex gratia, earn leave encashment, GIS and Gratuity provided to each and every regular staff.
  9. As per the norms of UGC, 7th Pay commission recommendations are implemented.
- II. There are lots of welfare schemes are available for Teaching Staff.
1. Duty leave facility for staff members are granted as per Govt' Rules.
  2. Need based and free computer training programme for staff is carried out throughout the year from our computer science department
  3. There are also government schemes in place to provide loans for those who wish to buy /construct houses or to purchase computers and festival advances.
  4. As per government norms, there is a provision of study leave, maternity leave /paternity leave, Child care leave, medical leave etc. Further, family pension, ex gratia, earn leave encashment, GIS and Gratuity provided to each and every regular staff.
  5. As per the norms of Govt' Pay Commission, recommendations are implemented.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

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

**Response:** 0

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

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

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

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response: 2.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 3       | 2       | 4       | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | <a href="#">View Document</a> |
| Reports of Academic Staff College or similar centers                                   | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |

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

**Response: 13.13**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 13      | 18      | 14      | 3       |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Financial planning ensures consistency of goals, aligning the growth objectives of the college with its financial requirements. It also supports the strategic growth of the institute. Financial Planning is exercised well in advance for the college and efficient Budgeting and Controlled mechanism is done by involving the various Departments and Administrative Sections of the college. Financial planning and review are done in periodic intervals through Finance Committee headed by Principal, Faculty and Account Personnel as members. Finance Committee reviews the income- expenditure statements and suggest further action plan Financial Rules are in place in the college. Flexible financial system allows spending more than the budget allocated as per the approved budget on the benefit of demands and requirement. Optimal utilization and execution of the budget is monitored through internal and external auditing.

Internal audit is conducted regularly by the internal audit committee and accounts department of the office. External audit is conducted annually by chartered accountants. All government Scholarships and Funds received from government as Grants are audited separately by the Auditor. External Audit is also done by the accountant General of the Chhattisgarh Government and his team. An effective financial management system is in place and is helping the college in overall growth.

Audit reports are available in additional information.

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

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

Response: 58307679

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

| 2020-21 | 2019-20 | 2018-19  | 2017-18  | 2016-17 |
|---------|---------|----------|----------|---------|
| 1046774 | 310275  | 27784024 | 28988737 | 177869  |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Annual statements of accounts           | <a href="#">View Document</a> |

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

#### Response:

#### Mobilization of Funds:

Being a government institution, the grant towards major heads of expenditure i.e. staff salary, maintenance of essential basic facility (Electricity, water supply, telephone, internet facility), and infrastructure are received from the Government. Further, as an autonomous institute, college receives autonomy grant from UGC and a good amount in annual fee collected from students is also being utilized for the needs of the institution. The fee is collected as per the guidelines fixed by Government. Mobilization of funds is also done through RUSA grants, Janbhagidari fund, trust fund and sponsored projects from UGC, CGCOST, ICSSR etc.

#### Strategies for optimal utilization of financial resources:

During the budget preparation in the college, all the department and office heads are requested to provide the annual budget requirements keeping in view of development and updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software etc.

Individual budget estimations are collected and Budget is prepared. The same is placed before the Finance committee and the committee in turn will deliberate and makes necessary changes for a proper balance of receipts and expenditure. The same is submitted to College Governing Council for approval. The Governing council further approves the budget and forwards to the Executive Committee for perusal. Budget approvals communicated to the departments and office. The college keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case. The budget utilization from the past years speaks out the efficient budgeting and optimal utilization in the college.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for**

**the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

*The NAAC Peer Team Second Cycle recommendations (2014) and the action taken and increment in facilities by the College are summarised below:*

**1. Introduction of additional PG courses and new job oriented certificate and diploma courses like media studies.**

The College offers a total of 745 Courses with forty-four (44) new courses introduced across various programs. Further, Four (04) Programmes (Master of Social Work; PG Diploma in research methodology and statistical analysis; Certificate Course in Bakery & Confectionary; PG Diploma in fashion Designing) have already been approved to be introduced from the year 2021-22.

**2. Strengthening the Commerce course by including papers on banking and insurance.**

In Commerce, banking and insurance has been added as optional papers including two new courses in Computer Applications.

**3. Undertaking major research projects and publication of research papers in reputed peer reviewed journals.**

Nine new projects have been added by the faculty and more than two-hundred and fifty (250) research publications; and sixty (60) books along with articles in proceedings have been accomplished by the college.

**4. Bridge courses to be introduced and tutorial and mentoring be streamlined:**

Mentoring system has been improved and it is well in place.

**5. Solar heating system may be installed for the hostel.**

A Solar Panel is being installed in the main administrative building of the College and the Hostel building.

**6. Strengthening career counselling, campus placement and feedback system.**

The career counselling, campus placement and feedback system have considerably improved.

**7. Classroom to be refurbished and laboratory facility to be made state of art.**

Furniture amounting to Rupees 10 lakhs have been added.

**8. Library books and journals to be augmented, particularly in English and facility for research scholars to be improved.**

More than 65000 and 2000 back volumes, access to the N- list books and journals, 6000 e-journals, 1 lakhs e- books, and DELNET are present.

#### **9. Library and office need to be fully automated.**

The Library is automated by ILMS (SOUL 2.0) and most of the processes in the office have been automated.

#### **10. Transport facility and master health facility for students may be provided.**

Since it is a Government College, the facility of transport for students has been applied and the approval is awaited.

Further, the *The NAAC Peer Team First Cycle recommendations (2004) and the action taken and increment in facilities by the College are summarised and uploaded in additional information.*

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

#### **Response:**

**I. The college reviews its teaching learning process, structures and methodologies of operations through Academic Committee and IQAC. The IQAC is responsible for developing, coordinating and monitoring academic assessment activities to effect improvement in student learning.**

#### **The Academic Committee and IQAC make efforts to-**

1. Introduction of forty-four (44) new courses across various programs. Further, four (04) programmes (Master of Social Work; PG Diploma in research methodology and statistical analysis; Certificate Course in Bakery & Confectionary; PG Diploma in fashion Designing) have already been approved to be introduced from the year 2021-22.
2. More than two-hundred and fifty (250) research publications; and sixty (60) books along with articles in proceedings have been accomplished by the college.
3. Plan, monitor and control the academic functioning of all the departments, through regular

inspection of daily diaries and sudden checks.

4. Introduction of innovative methods in Teaching, Learning and Evaluation practices. In this context majority of classrooms are now ICT enabled and can run the college LMS.
5. Recommendations for additional infrastructural facilities required to strengthen the departments in view of the changing needs of curriculum or introduction of new disciplines were provided.
6. Conducting Academic Audit (both internal and external) at the college to assess the attainment of curricula and learning outcomes.
7. Conducting an External Audit for the Academic as well administrative aspects frequently.
8. The college prompts the departments to implement the recommendations of the Audit Committee.
9. The Academic Plan is prepared well in advance before the commencement of each academic session.
10. Feedback is collected following NAAC guidelines for SSS and promptly analysed. The feedback is also communicated to the faculty and heads of the departments and necessary measures are taken.
11. Ongoing course review is done by involving all the stakeholders i.e., students, faculty other opinions from external experts. Further, every faculty maintains a daily diary for the subjects.
12. The IQAC also reviews the assessment of teaching learning outcomes through Course end survey which is collected after a course completion for every subject, which is analyzed and incorporates the input collected from course end survey. Result analysis is done by the examination cell every semester/year.
13. The Learning outcomes of program (POs) are assessed through curricular and co-curricular activities.
14. All the suggested changes in the curriculum by the departments and their BOS are put forth to the academic council for approval.

## **II. The IQAC in the college works consistently to maintain academic quality through education and inculcating quality culture among the students and staff.**

**The incremental improvements made for the preceding five years with regard to quality post accreditation quality initiatives for second and subsequent cycles are as follows:**

1. Implementation of Outcome-based learning education in each program following the UGC-LOCF.
2. Introduction of aptitude classes and soft skill classes for students to enhance personality and employability.
3. Participation of college in NIRF and AISHE, and various other quality audits recognized by the state, national and international agencies in order to analyse the performance of the college.
4. Establishing a Research Promotion cell to promote Research and Development activities. The Cell encourages research related activities in the college.
5. The college has an Ethical Committee which ensures ethics in research conducted by the college. Scholars of other institutions also apply to the Institutional Ethics Committee (IEC) and get their research works approved.
6. Conducting quality enhancing programmes i.e., seminars, webinars, FDPs, guest lectures, conferences, etc.
7. Interdisciplinary approach has been adopted for research and development.
8. Establishment of various processes to take feedback and surveys following the NAAC guidelines for SSS.
9. To implement and enhance the use of ICT tools to strengthen the teaching-learning process.
10. Establishment of the Mentor-mentee process and its effective implementation.
11. Regular submission of the Annual Quality Assurance Report (AQAR) annually to the NAAC and

simultaneously uploading the same to the college website.

12. To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cells.

### III. OUTCOMES

1. Forty-four (44) new courses introduced across various programs. Further, Four (04) Programmes (Master of Social Work; PG Diploma in research methodology and statistical analysis; Certificate Course in Bakery & Confectionary; PG Diploma in fashion Designing) have already been approved to be introduced from the year 2021-22. Another postgraduate diploma course is also awaiting approval from the higher education department, Chhattisgarh Government.
2. Learning Outcomes are frequently evaluated and modified following the UGC guidelines and on the basis of feedback and course survey analysis which have helped in revising the curriculum according to the needs of the present day.
3. Many new projects have been added by the faculty and more than two-hundred and fifty (250) research publication.
4. Faculty are engaged in consultancy services apart from teaching and research.
5. College regularly submits data and gets accredited through NIRF and AISHE.
6. Alumni feedback has helped in evolution of the present curriculum.
7. Inclusion of value added courses, training programs through TISS led to better placements in the preceding 5 years.
8. The revised curriculum has enabled the students opting for higher studies to get admission in quality institutions.
9. There are nine research centres in the college and many other departments have applied for recognition.
10. Interdisciplinary approach in research has resulted in many new Ph.D synopsis being submitted to the RDC.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

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

**Response:** All of the above



| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | <a href="#">View Document</a> |
| Institutional data in prescribed format                  | <a href="#">View Document</a> |
| Any additional information                               | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution          | <a href="#">View Document</a> |

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

**Being the largest girls' college in Chhattisgarh, the college is distinctive in having 86% woman employees and female professors.** The institute ensures that women acquire leadership roles and also take part in decision making. The College also has an annual gender sensitization plan consisting of schedules for gender sensitization programs, review of specific facilities provided to women regarding their safety and security, counselling, common rooms and other facilities.

The institute aims to promote women's education by encouraging more enrollment in college through a low-cost fee because we believe in gender equality through women's education; because, women who are educated enter the workforce and contribute to achieve greater growth and development of our country.

*In the last five years the college conducted many programmes and activities towards gender sensitization, women's safety, self-defense along with augmentation of facilities.*

#### **(a) Sensitization Programs**

The details of Seminars, Conferences And Workshops Organized by the College are as follows:

1. Our College is the only College to organize UGC Delhi Sponsored Sensitization/ Awareness/ Motivation Programme (SAM ) in which Students and 110 Professors Participated.
2. SAM Workshop on Capacity Building of Women Managers In Higher Education. 5th To 9th Oct 2010 Local Coordinator Dr Ushakiran Agrawal with a budget of 216000 Lakhs.
3. Workshop on Capacity Building for Women Managers In Higher Education 15th To 19th Nov, 2011 Local Coordinator Dr Ushakiran Agrawal with a budget of 5 Lakhs..
4. UGC Delhi Sponsored Sensitization/ Awareness/Motivation (Sam) Workshop on Capacity Building for Women Managers In Higher Education, 25th To 29th June, 2013 Local Coordinator Dr Ushakiran Agrawal with a budget of 216000 Lakhsp.

#### **(b) Safety and Security**

- **The institution surveillance is managed through 40 CCTV cameras.** Two security guards are appointed at the main gate entrance.
- Hostel facility is provided for students with round the clock security with CCTVs and guards at the entrance.
- Grievance redressal cell is formed in the institute to develop a responsive and accountable attitude among all the students in order to maintain a harmonious atmosphere.

- **The students are motivated and trained towards self-defense and to safeguard themselves in case of emergency.**
- Complaint/ suggestion boxes have been fixed in corridors and hostel premises.
- Hostel inspection committee of college professors monitors the mess and other hostel facilities.
- **Fire extinguishers have been installed in the laboratory, corridors and hostel premises.**
- Ragging in any form is strictly prohibited in campus and hostels. The Anti-ragging committee maintains discipline.

**(b) Counseling**

- A distinctive counseling and mentoring system is functional and the students' group mentors provide counselling regarding gender sensitization.
- Our Colleges' Mentor mentee ratio is the best among Government Colleges in Chhattisgarh and assists students to realize their academic and personal goals.

**(c) Common Rooms**

- The College has adequate Common rooms for students which is well furnished and has connectivity.

**(d) Daily Care Center for Children**

- The College has a daily care center for young children. In case of need, the student or staff members can opt for this facility after a written request to the Principal.

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

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

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

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

| File Description      | Document                      |
|-----------------------|-------------------------------|
| Geotagged Photographs | <a href="#">View Document</a> |

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

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

#### **Response:**

The college has a **Waste Management Policy** which is strictly adhered to dispose off waste materials from the campus. All waste management is done according to the guidelines of the waste management policy.

Cleanliness of college buildings, hostels and campus are ensured by Government appointed staff. Regular cleaning and maintenance is ensured by these staff employed for this purpose. There is a Cleanliness committee in the Colleges which inspects the cleanliness and takes action wherever there is a need. Regular reports by the Committee are presented to the Principal for necessary actions. To maintain a clean and green campus has been one of the top priorities of the college. The institute has taken significant initiatives for waste management. College actively organizes Swachh Bharat Abhiyan to create awareness and consciousness among students, teaching and non-teaching staff.

#### **Solid Waste Management**

Solid waste of plants (fallen dry leaves, twigs, bits of paper, wrappers etc) is collected and managed by the Bio-composting process. All these solid wastes are accumulated and then sorted to feed the Bio-composting plants for the process of generation of organic manure. The non-recyclable wastes are handed over to the Municipality waste collection vehicles which regularly visits the college campus thrice a day.

Food waste from hostels are recycled via a Biogas system. Other wastes collected from different science departments consisting of solid materials such as broken glass, packing, paper, samples, and equipment are disposed of in a tank separately made solely for this purpose.

#### **Liquid Waste Management**

There is a proper drainage facility for the Liquid waste from hostels, Canteen, laboratories and washbasins. The liquid wastes from all facets are accumulated in the main drainage and excreted out to the city drainage system. All the drainage pipes are underground to prevent contamination.

#### **E-waste Management**

As our College is a Government College and so E-waste cannot be disposed of without the permission of the Government. Following approval, disposal of waste is carried out in a planned way. All the e-waste such as CDs, batteries, LED bulbs and electronic items are collected and delivered for safe disposal. E-waste materials like out of function computers, nonfunctioning digital parts like Mother Board, Hard Drive and other office E-wastes are stored in a separate room and recycled following the guidelines of College IT Policy.

### Biomedical waste Management

**The UGC guidelines banning animal dissections in Zoology Practical classes eliminated the generation of animal tissue wastes which would have posed a major health threat.** However, chemical wastes from the Science Departments may be harmful and are channeled with care into the underground drainage system of the College, which disposes it to the main drainage of the City from where it is taken care of by the Municipality. Other wastes such as used sanitary napkins are processed through pad incinerators that have been installed in the girls wash room and in hostel premises for this purpose. Draining of used pads through the sewage pipes into the septic tank is totally prohibited by strict instructions to the students.

| File Description  | Document                      |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Geotagged photographs of the facilities   | <a href="#">View Document</a> |

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

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

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

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

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic

**5. landscaping with trees and plants****Response:** Any 4 or All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities                        | <a href="#">View Document</a> |

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

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

**Response:** A. Any 4 or all of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |
| Certificates of the awards received                                       | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

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

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

**Response:** A. Any 4 or all of the above

| File Description   | Document                      |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |

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

**Response:**

The State of Chhattisgarh supports a population of diverse ethnic, social, religious and linguistic backgrounds. Raipur is the heart of Chhattisgarh and Govt. D.B. Girls College is the apex of heart. Our college promotes women's education to inculcate values in them, strengthen them to stand independent and strong in society. The institution strives towards maintaining an inclusive environment for all the stakeholders. The college promotes linguistics, regional, cultural diversity among the students. Activities that promote communal harmony are undertaken frequently. Our Institute is the meeting hub of physical, cultural, linguistics, political, ideological and psychological differences.

The college takes extra efforts in providing an inclusive environment for all the students and employees. Regional events are celebrated at the campus especially Teeja, Pola, Hareli, Ganesh Utsav, Holi, Janmashtami, Tulsi Vivah, Christmas and Eid. Apart from these, the regional festivals of Chhattisgarh State are also celebrated. In this context, Hareli which is considered to be the Pratham Tyohar (First festival of the year) in Chhattisgarh, is only celebrated when seeds have germinated and seedlings have become visibly taller.

Students give various performances depicting different cultures and heritage aspects of various states through their performances on college campuses during annual functions.

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

Motivational lectures of eminent persons of the field arranged for all round development of the students for their personality and to make them responsible citizens following the national values of social and communal harmony and integration.

The institute also organizes various cultural programs to celebrate the cultural diversity of India. Students from various regional and cultural backgrounds participated in such programs and performed their regional and cultural folk songs and dances. These cultural events are organized at different levels-college, intercollege and university on different occasions like Youth festival, Independence Day, Republic day etc. To cater to the linguistic diversity all students related competitions like essay writing, Elocution are conducted in three languages Chhattisgarhi, Hindi and English.

In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other

diversities are achieved.

| File Description   | Document                      |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

#### Response:

The College has always strived to sensitize its students and employees towards constitutional awareness, obligatory values, human rights, moral duties and civic sense. The college organises various programmes and events to inculcate these values among the students. In this context, various initiatives taken up by the college are stated below.

Empathy and charity are two important social values which every responsible citizen of the country must possess. Various events are organized throughout the year to sensitize students towards their responsibilities as citizens. All activities are collectively or individually conducted by various units of the institute such as NCC, NSS, Youth Red Cross Society.

The fundamental rights and duties of our constitution are availed by students and teachers alike. The institution conducts Nukkad natak for publicizing awareness of fundamental rights, duties and voting. Students organise lecture series, slogan writing and poster making competitions regarding AIDS awareness, voting awareness and Blood donation camp.

Every year we celebrate 26th November as Constitution Day. The institution organizes Personality development programmes and free counseling for students by faculty members.

The institution organizes Motivational speech programs outside the campus, for the students in Govt. J. R. Dani Girls' Higher Secondary School, and P.G. Umathe Govt. Girls Higher secondary School Shantinagar, Raipur to enhance their all- round development.

Environmental Science is added in the syllabus for all UG Students, so as to enrich their awareness about the environment and fundamental duties and rights.

College organizes a seminar on "Intellectual Property Rights" to create awareness about copyright, plagiarism, patenting, trademark, and several other related aspects to cultivate professional ethics.



| File Description   | Document                      |
|--|-------------------------------|
| • Details of activities that inculcate values; necessary to render students in to responsible citizens | <a href="#">View Document</a> |

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

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

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

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

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

**Response:**

The College **celebrates and organizes national and international commemorative days, events and festivals in** its efforts towards inculcating general awareness, human and moral values, and civic sense. The college also organises various programmes and events to inculcate these values. In this context, various commemorative days, events and festivals celebrated by the college are stated below.

1. National Youth Day-Our institute celebrated National Youth Day on 12th January.
2. Saraswati Puja-The students, faculties and library staff celebrated Saraswati Puja on 30th January National Voters Day -The day celebrated on 25th January to create awareness and importance of voting with the main objective of compulsory voting for good government. Republic Day--Every year celebrated on 26th January.
3. National Science Day--Program organised in our college on 28th February. The main objective of the day was to introduce the importance of science.
4. National Women's Day-Every year college celebrates the day on 8th March.
5. National World Environment Day-This day is celebrated on 5th June with an initiative to plant more plants and to create awareness on the impact of plants to get rain and to keep the environment cool.

6. International Yoga Day-Yoga day celebrated on 21st June. The main objective of the day was to create awareness on how harmony between the body, mind and spirit is created and maintaining this balance contributes to a long and healthy life.
7. Kargil Vijay Diwas -celebrated on 26 th July.
8. World Breastfeeding Day - Our college organizes the day on 6th August. The main objective of the day was to introduce the importance of breastfeeding
9. Teachers Day-Every year celebrated on 5thSeptember by the students.
10. Hindi Divas-This day celebrated on 14thSeptember.Hindi is our national language and without Hindi nothing is possible.
11. National NSS Establishment Day-This day celebrated on 24thSeptember. NSS is an Indian government sponsored flagship for public service.
12. National Nutrition Month-our college celebrated on 30thSeptember.The main objective is to create awareness about nutrition.
13. Kargil Vijay Diwas -celebrated on 26 th July.
14. Gandhi Jayanti -celebrated on 2nd Oct.
15. Children Day/ Jawaharlal Nehru Jayanti-This day celebrated on 14thNovember.
16. World AIDS Day- on 1st December for the awareness of AIDS.
17. Human Rights Day-on 10th Dec.

| File Description   | Document                      |
|--|-------------------------------|
| Geotagged photographs of some of the events  | <a href="#">View Document</a> |
| Annual report of the celebrations and commemorative events for the last five years | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

#### Response:

#### I. Title of the Practice: “Learn and Earn”

#### II. Objectives of the Practice:

1. To enhance and inculcate employability skills vis-a-vis related knowledge in order to augment socio-economic status of the students.
2. Provide training through workshops and exhibitions to disseminate employability skills like Communication, Teamwork, Reliability, Problem-solving, Organization and planning, Self-management and Leadership.
3. To develop opportunities to develop these employability skills.
4. To create awareness about the folk art and handicrafts.
5. To create art items with special reference to Chhattisgarhi and Indian folk arts.
6. To make the students aware of the latest fashion trends.

7. To provide financial assistance to students in order to prepare merchandise for sale.
8. Finally, to organize regular exhibitions for students where they can display and sell their self-prepared articles to generate revenue.

### III. The Context

Major population of Chhattisgarh state are rely on farming and forest products for their livelihood and are socio-economically backwards. In our Institute large number of girls comes from this section for higher studies. They face financial problems and an opportunity to earn along with their routine courses serves as a major boon for them. Therefore, an institutionalized system of guided exposure to the market helps them to earn and learn simultaneously. This also helps them to acquire multiple skills from their mentors and peers. The College offers Fashion designing under the Vocational Course, which provides a platform for entrepreneurship through **LEARN AND EARN** programme to all the students of the Institution.

### IV. The Practice

Under this “Learn and Earn” programme regular skill development workshops and exhibitions were organized by the college to provide proper platform for the students to develop and enhance their employability skills.

Our college organizes ‘KRITI’ an exhibition in which the various articles prepared by students along with different services, like Henna (Mehandi) arts, embroidery, paintings, grooming etc., are available to the general public. In order to boost confidence and self respect of the students, the exhibition is inaugurated by well known women personalities and alumnae of the college.

Workshops on different skills are organized in collaboration with entrepreneurs, such as, Tailoring (By Usha Care), Mural Painting, Warli Fabric, Wall Painting, Terracotta Jewellery Making, Decoupage, Dabu Printing and Pipli Arts (By Fevicryl), Fashion Accessories, Pidilite Items, Spray & Block Printing, Bandhej, Mehandi, Fabric and Glass Painting, Fashion Illustration and Sketching, and Personal Grooming. Fruits and Vegetable preservation program are conducted regularly. The students participating in these programmes are taught to preserve fruits and vegetable. This program is done under the Food Science self-finance program in which food items like jam, jelly, pickles are prepared and their preservation technique has been learnt.

External experts are invited to teach various arts and craft related skills to students, who prepare products which are meant to be sold in market.

Items prepared by participating students are sold in an annual exhibition named as “KRITI”. **This exhibition provides a real business opportunity for the students.**

The practice is meant for students from weaker economic background who cannot afford getting such training in the market. As a part of entrepreneurial awareness and training programme, these workshops are offered free of cost to college students.

### V. Evidence of Success

1. The number of participants in KRITI has been increasing year after year, and includes students of all faculties of the college.
2. Progressively increasing students’ interest as revealed by the rising number of registrations to the workshops under different streams including Pipli Art, Dabu Print, Mural Painting, Tailoring workshop, Tie and dye workshop, Screen and Block printing workshop, Warli art workshop, Glass painting workshop, and many more under vocational course Fashion Designing.
3. A tremendous public response in the form of phone calls, SMS, emails etc., enquiring about the date, time and venue of ‘KRITI’ speaks volumes about its success.

4. Students through our Learn and Earn program become proficient in multiple business related skills and are more confident to take on the real-life challenges and entrepreneurship.
5. 'Swadeshi Mela', organized by the State Government, is a very good platform for marketing and retailing self-made products made under the Learn and Earn program. A large number of participants of the 'Swadeshi Mela' comprises of our students trained under the Learn and Earn program.
6. Further evidence of success of the Learn and Earn program is revealed by the subsequent rise in revenue generated through the KRITI exhibition in which products made by students are also sold.
7. Finally, the students' feedback on Earn and Learn shows that the over the result of this practice was encouraging and helpful for our students. Such workshops followed by exhibitions facilitate our students in developing their confidence, entrepreneurial skills, and overall personality development along with income generation.

## **VI. Problems Encountered and Resources Required**

The Earn and Learn program implemented by the college has managed to overcome major hurdles and issues. The prime difficulty in the implementation of Learn and Earn program was lack of any private or government funds and external resources. This however, the College managed to overcome a bit by arranging sponsors from the local industries and NGO's along with other private organizations.

Another major hurdle lies in the fact that our institution is a Girls' College hence the restriction of working hours is till 5.00 PM only, which had to be maintained. Further, hostellers who participate in the exhibition or workshops have to provide a no objection certificate from the parents or local guardian. Hence the event had to be planned well in advance to allow these formalities.

Finally, the articles and objects made by the students have to be patented following the Intellectual Properties (IP) guidelines which include elusive creations of our students. As there are many types of intellectual properties and the most well-known types are copyrights, patents, trademarks, and trade secrets; we have to first classify the IP's related to Learn and Earn Program which is quite a challenging task.

## **VII. Notes**

Our college is an oldest women's college in Chhattisgarh established in the year 1958. Since then, the Home Science department conducted various courses relevant to girls'. The department was honoured with "Department of Excellence" by the UGC. The department has ample infrastructure, and resources to implement the Learn and Earn program.

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## **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. Therefore, the physical, financial and administrative resources at the disposal of the Institute are quite limited, while the objectives of their safety and comfortable stay are not negotiable.

In order to address the inadequacy and challenge, a practice of participative management of our hostels has evolved over time, under which all members of teaching faculty along with the resident students and non-

teaching staff contribute to the smooth management of the hostel.

## II. The Context

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. The College provides hostel facilities within the campus at affordable cost. The four hostels, Rani Laxmibai, Rani Durgawati, Avantibai and Mini Mata, have a total capacity to accommodate about 700 students, selected among approximately 2000 applicants. On the other hand, infrastructure has not developed much over the years, to meet the present day demands. Hence, scarcity of the necessary infrastructure has affected multiple aspects of hostel functioning and the college.

With such a large number of students and our commitment to provide a premium stay along with peaceful learning environment for each and every student, a direct challenge in the managerial component of the hostels was observed. Hence, the college decided to implement “Participative Hostel Management” involving all the faculty members, hostel students, and external medical officers with other non-teaching staff to achieve our goal.

## III. The Practice

In order to encourage smooth functioning of our hostels, through participation, multiple layers have been created with adequate transparency among them.

- The hostels are being managed by a core management team of faculty and office staff. The team is headed by a warden and includes two assistant wardens, a hostel manager and a matron. The warden reports to the Principal, who is also patron of the hostel. Multiple groups of support staff have been hired by the Core Management Team to perform different functions.
- In order to ensure participation of stakeholders, students’ committees are constituted amongst hostel residents. These committees ensure responsiveness and accountability and supplement the core management as the first layer of participative management. The Mess Committee not only decides the menu, but also keeps a watch over food quality. Similarly, the Newspaper Committee ensures that subscription of newspapers and magazines as per student preferences, and fair distribution of reading opportunities. Discipline related minor issues are immediately attended, resolved and reported by the Discipline Committee of hostels residents. Other aspects of hostel life are managed by participation through various other committees.
- **As the second layer**, six committees (three members in each of them) are formed amongst the teaching faculty of the college. Each of the six committees has been assigned a specific day of the week as per the roster. They supervise different aspects of functioning of the hostel and communicate with the resident students to resolve their issues. The roster system ensures distributed workload and diversity of communication in the visiting faculty committee. All six committees report directly to the principal, ensuring a fair feedback loop and cross-verification of information.
- **As the third layer** of participative management, multiple teams of faculty members have been constituted to ensure smoothness, fairness and transparency in hostel management. The tasks of hostel admission, ragging prevention, hostel management, Hostel governance and supervision, and prevention of gender harassment are assigned to different faculty teams who coordinate with the Core Management Committee and supplement or supervise their efforts.
- Besides multiple channels of communication with hostel residents, there has been a “grievance

redressal box” for posting grievances. The grievances of hostel residents have been addressed as high priority matters, and reported to the Patron/Principal of the Institution. As the hostel reopens after Covid-19 induced closure, the hostel residents are provided with many options to directly connect with the Principal through Telegram/WhatsApp bypassing all other channels of communication. This would supplement the existing grievance redressal mechanism, so that hostel residents could have multiple channels to express their grievances.

#### IV. Evidence of Success

The Success of the ‘Participative Hostel Management’ program can be sought through the following substantiations -

1. A multifold applications vis-à-vis the actual seats present in our hostels proves the reliability and genuineness of our hostels.
2. Many distinguished alumnae of who had stayed in the hostel, have credited their respective success to the hostel.
3. A considerable fall in students’ grievances in hostel related matters point towards to the success of the program.
4. The feedback from students and parents indicates a more than higher level of satisfaction.
5. In spite of a large mess being operated at our hostels, with complex electrification and ample instrumentation in place, there are no records of any accidents till date.
6. Our hostellers have been a major participants and winners of various sports, literary, cultural and other competitions.
7. Hostellers of our college have excelled in NCC and NSS related activities and examinations.
8. The process of waste management had improved with the installation of Bio-Gas plant and compost manufacturing units along with a subsequent reduction in the amount of waste.
9. Solar water heaters installed in the hostels are fully functional and adds to the benefit of the students.

#### V. Problems Encountered and Resources Required

The practice of participative management for hostels has come up in order to address constant inadequacy of resources. Reluctance to share responsibility has been the most severe problem in implementing this solution. However, rather than implemented, this practice has evolved to address a need, and hence its growth was quite organic in nature. The participation of different faculty teams in supplementing hostel management has grown over the years.

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. There have been multiple instances of faculty members extending financial support to needy students, which have become possible only due to enhanced communication among them.

| File Description                             | Document                      |
|--|-------------------------------|
| Best practices in the Institutional web site | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

#### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

**Response:**

**Thrust area & Priority of the College:**

**The college was founded with the goal of educating and integrating the women of weaker sections of the society into the National mainstream.**

**The institution, which was founded in 1958, has a distinguished record of academic and co-curricular accomplishments spanning over more than 63 years. Since its inception, tens and thousands of women have graduated from this College and are placed world-wide which is evident from our illustrious alumni.** Rajeshri Vaishnav Das ji Mahant, Hon'ble Head of Shri Dudhadhari Math Raipur contributed land for the establishment of the College, which has been named after his Guru Rajeshri Dudh-adhari Bajrang Das Ji. The cultivated 300 acres of land, also donated by him, generates vast amounts of revenue for the college. The college is associated with Pt. RaviShankar Shukla University is one of the best in the state for women education. It is well-known for its multi-disciplinary study fields, which include the arts, commerce, science, home science and physical education. **The college which began with a small group of 16 girls in 1958, now has more than 3900 students hailing mostly from tribal and remote rural areas as well as urban well to do background, striving ahead for academic excellence.**

**The institute hosts numerous vocational, self-finance, add-on courses and skill development courses for development and future employment.** This institute aims to make professional and higher education more accessible to society's underprivileged. The College has a well-defined policy to promote research. Its dedicated and well-qualified faculty has set a benchmark in the field of research and extension activities.

The college has received a large grant from the UGC and RUSA for books, equipment, smart-classrooms, establishment, maintenance, and development over the last few years. **The college has been granted status of Autonomous Institution since 1988, and recognized as a “College with Potential for Excellence” in 2010.**

The first Woman President of India, Hon'ble Smt. Pratibha Devi Singh Patil, graced the Institution with her visit in the Golden Jubilee Year of its inception in 2008, which was a rare accolade for any college in the state.

It is one of the only institutes of its kind which has organised three SAM workshops. Institute had also organised workshops by Tata Institute of Social Sciences (TISS) for welfare and upliftment of women. Faculty development programme has also been organized under the aegis of ICSSR. It is one of the only institutes of its kind where recognition for “Centre for Women Studies” has been granted.

Under the scheme of “Sugamya Bharat Abhiyan”, facilities were provided for visually challenged students. Due to several accolades a proposal was also made to MHRD by RUSA to declare this institute as Women University.

Government D.B Girls' P.G. Autonomous College, Raipur has played an essential role in providing educational opportunities to the rural areas surrounding it. This Institution has earned its reputation for being a preeminent Institution in the State which is well known for academics, sports and other extra-curricular activities.

College has a set of high values and standards for the improvement of the student community. **Combination of learning and activities from the institution since years have provided for the betterment of the marginalized community, especially the Tribes of Chhattisgarh.**

Our institution has distinct characteristics which have guided multidisciplinary academic programs as well as in socio-cultural disciplines. The institute is committed to quality and excellence in all its activities-teaching, research, training and extension.

Institution consistently inspires students and provides a platform for methodological skill development, multidisciplinary scheme development, ethical and human value development. Focus of the institution was always to ensure the standards of the community performance through value-added education and interdisciplinary research.

Our Institution promises to act as a catalyst to bring about a positive change in the minds of stakeholders for the upliftment of mankind and safety of the environment. Regular events are conducted by Career oriented and certificate programs imparting skills.

This Institution is known in the State of Chhattisgarh for having approximately all faculty members with Ph.D. and hence, research finds a prime position in the minds of the students and faculty and it reflects in the quality of work done so far for the benefit of the society and mankind.

Govt. D.B. Girls' PG College not only provides opportunities for academic learning but also nurtures social, emotional and ethical learning, so that our students stand out as responsible citizens in the challenging and competitive world.

Institute also encourages participation in sports, cultural and extension activities. It participates in NSS, NCC and Youth Red Cross and other accreditations to realize its vision and mission. The promising results of such surveys over the years have instilled a sense of achievement in the teachers and pride and confidence in the students. This Institution is unique and occupies a place of honour to find our alumni well placed in all walks of life.

The performance of our students in examinations is exceptional in various State and National competitive exams. Mentoring has also helped the students to get rid of academic and stress related problems. Yoga and meditation sessions have helped the students to have a healthy mind in a healthy body. Besides academics, our students have brought laurels to the Institution by excelling in various sports and cultural programs both at State and Inter-Collegiate level, community service through N.S.S. and various Cells and Clubs.

The institution through its curriculum and best practices like the "Learn and Earn" inculcates entrepreneurship skills in the students. The "Learn and Earn" scheme aims at upgrading the skills of youth in various modern/ traditional skills depending upon their qualifications, present economic trends and market potential, which can earn them suitable employment or make them suitably skilled to go for self-employment.



| File Description                             | Document                      |
|--|-------------------------------|
| Any other relevant information               | <a href="#">View Document</a> |
| Appropriate web in the Institutional website | <a href="#">View Document</a> |

NAAC

## 5. CONCLUSION

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### Additional Information :

#### *Womens' University & Womens' Studies Centre*

*The college has submitted a proposal to the state government for the status of Women's University. Further, in a letter dated 6th January 2016, the University Grant Commission, New Delhi sanctioned WOMEN STUDIES CENTRE in the institute, as per guidelines of XIIth plan. This center was developed in a phased manner and women's studies evolved as an independent discipline. This is the only Women Study Centre in any college of Chhattisgarh State.*

### Concluding Remarks :

Established in the year 1958 the Govt' DB Girls' Postgraduate College, Raipur has been providing access to higher education for women. **The primary aim of the College is to provide quality education and thus empower women, as majority of our students come from rural, tribal and socially- backward strata of society. It has four hostels for women, which offers top level safety along with quality education.**

The College is of **multi-disciplinary nature and the areas of study includes Arts, Science, Home-Science Commerce, and Physical Education.** The College Curriculum is all-inclusive and *at par* with the UGC's Model Curriculum and based on the UGC-Learning Outcomes-based Curriculum Framework (UGC-LOCF). The College Curricula asylums multiple spheres of advancement by providing wide-ranging knowledge, professional and social ethics including pertinent technical and non-technical skills, moral and human values along with **focus on employability.**

**It is the topmost Women's College in Chhattisgarh and offers the largest variety of courses.** The college offers a total of sixty-eight (68) programmes spread into seven hundred and forty-five (745) courses with forty-four (44) new courses introduced across various programs during the last five years and has another six (06) new programmes pre-approved for 2021-22.

**The College has modern ICT infrastructure and facilities along with two LMS (MOODLE and GOOGLE WORKSPACE FOR EDUCATION) to implement the curriculum and achieve the learning outcomes.** The College is setting new realms in the field of research and innovation. **Being a Government College, it provides free consultancy services for the benefit of society.**

**The library is exclusive and is automated by ILMS through SOUL 2.0.** A large number of books, e-books, journals along with a variety of online resources are made assessable. The OPAC is open to the general public through a College website link.

**It is the only College with a colossal Indoor Stadium inside the campus for indoor sports and the only Government College offering Bachelor of Physical Education in Chhattisgarh.**

**The whole campus is differently abled-friendly with ramps and rails, and offers Braille assistance.**

**Finally, the college has a sophisticated waste management system and a green campus which makes it**

**ecofriendly.**

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.1.2     | <p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p><b>1.1.2.1. Number of all Programmes offered by the institution during the last five years.</b><br/>           Answer before DVV Verification : 68<br/>           Answer after DVV Verification: 46</p> <p><b>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years</b><br/>           Answer before DVV Verification : 39<br/>           Answer after DVV Verification: 46</p> <p>Remark : HEI input is edited as per given data.</p>   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1.4.2     | <p><b>The feedback system of the Institution comprises of the following :</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website<br/>           Answer After DVV Verification: A. Feedback collected, analysed and action taken and report made available on website</p>   |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.1.1     | <p><b>Average Enrolment percentage (Average of last five years)</b></p> <p><b>2.1.1.1. Number of students admitted year-wise during last five years</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3961</td> <td>4530</td> <td>4436</td> <td>4165</td> <td>4329</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1579</td> <td>1604</td> <td>1586</td> <td>1519</td> <td>1251</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4835</td> <td>4835</td> <td>4835</td> <td>4755</td> <td>4715</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1885</td> <td>2245</td> <td>1845</td> <td>1885</td> <td>1820</td> </tr> </tbody> </table> <p>Remark : HEI input is edited as per given data, excluded diploma/advanced</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3961 | 4530 | 4436 | 4165 | 4329 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1579 | 1604 | 1586 | 1519 | 1251 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 4835 | 4835 | 4835 | 4755 | 4715 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1885 | 2245 | 1845 | 1885 | 1820 |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3961      | 4530  | 4436    | 4165    | 4329    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1579      | 1604  | 1586    | 1519    | 1251    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 4835      | 4835  | 4835    | 4755    | 4715    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2020-21   | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1885      | 2245  | 1845    | 1885    | 1820    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |

diploma/certificate/PhD students from Enrolment by considering only first year admission.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2112    | 2665    | 2506    | 2299    | 2339    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1773    | 1885    | 1779    | 1683    | 1730    |

Remark : HEI input is edited because Filled seats should not exceed earmarked one.

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification : 31

Answer after DVV Verification: 7

Remark : HEI input is edited as per given data, HEI provided the 7 geo-tagged photos only.

**4.3.4 Institution has the following Facilities for e-content development**

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**

**4. Mixing equipments and softwares for editing**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : HEI input is edited, HEI has not provided any relevant documents for their claim.  
Network resource centre cannot to be considered under this metric.

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year****5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 38      | 38      | 38      | 38      | 38      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33      | 32      | 32      | 32      | 33      |

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

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

|       |  |
|-------|--|
| 7.1.5 | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above<br/>Answer After DVV Verification: A. Any 4 or All of the above</p>  |
| 7.1.6 | <p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/>Answer After DVV Verification: A. Any 4 or all of the above</p>  |
| 7.1.7 | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/>Answer After DVV Verification: A. Any 4 or all of the above</p> |

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1     | <p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1720 986 1832"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>68</td> <td>67</td> <td>65</td> <td>64</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1912 986 2024"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>49</td> <td>49</td> <td>48</td> <td>47</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 68 | 68 | 67 | 65 | 64 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 49 | 49 | 49 | 48 | 47 |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 68      | 68  | 67      | 65      | 64      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 49      | 49  | 49      | 48      | 47      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

| 2.1     | <p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="199 273 986 383"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3961</td> <td>4530</td> <td>4436</td> <td>4165</td> <td>4329</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="199 465 986 575"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3869</td> <td>4461</td> <td>4347</td> <td>4081</td> <td>4217</td> </tr> </tbody> </table>  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3961 | 4530 | 4436 | 4165 | 4329 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3869 | 4461 | 4347 | 4081 | 4217 |
|---------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3961    | 4530  | 4436    | 4165    | 4329    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3869    | 4461  | 4347    | 4081    | 4217    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.3     | <p><b>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="199 777 986 887"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3808</td> <td>4449</td> <td>4024</td> <td>3863</td> <td>3955</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="199 969 986 1079"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3743</td> <td>4398</td> <td>3974</td> <td>3800</td> <td>3876</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3808 | 4449 | 4024 | 3863 | 3955 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3743 | 4398 | 3974 | 3800 | 3876 |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3808    | 4449  | 4024    | 3863    | 3955    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3743    | 4398  | 3974    | 3800    | 3876    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3.1     | <p><b>Number of courses in all programs year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="199 1236 986 1346"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>745</td> <td>745</td> <td>744</td> <td>724</td> <td>712</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="199 1429 986 1538"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>701</td> <td>701</td> <td>701</td> <td>681</td> <td>669</td> </tr> </tbody> </table>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 745  | 745  | 744  | 724  | 712  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 701  | 701  | 701  | 681  | 669  |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 745     | 745   | 744     | 724     | 712     |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 701     | 701   | 701     | 681     | 669     |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |