



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VISHNU CHARAN GUPTA GOVT. COLLEGE PUSSORE,
RAIGARH (CG)**

**BORODIPA CHOWK, NEAR GAD COLONY, PUSSORE, RAIGARH
496440**

www.vcgcollegepussore.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vishnucharan Gupta Govt. College Pussore- Raigarh (C.G.) was established on 14th September 2014 by the Government of Chhattisgarh to provide 'The Higher Education' in rural areas of the Raigarh District of the state. Initially, the college was affiliated with Atal Bihari Vajpayee Vishwavidyalay Bilaspur (C.G.). At present, it is affiliated with Shaheed Nand Kumar Patel Vishwavidyalay Raigarh (C.G.) - a newly established University in Raigarh by the Government of Chhattisgarh. UGC recognition under section 2 (f) of the UGC Act, 1956 was given to this college via Letter No. 8-178/2017(CPP-I/C) dated 06.03.2018. UGC recognition under section 12 B of the UGC Act, 1956 is awaited.

The college was started in the building of Govt. Higher Secondary School, Pussore-Raigarh (CG). The college was shifted to the new College Building on 9th September, 2022. The institution continues in the new building.

The college was started with three Faculties—Arts, Science and Commerce with eight departments – Hindi, English, Political Science, Sociology, History, Botany, Chemistry and Zoology having an intake capacity of 60 students in first year of each faculty. In the session 2017 – 18 the intake capacity was increased by the Govt. of Chhattisgarh to 70 students. At present, the total student strength of the college is 621.

The college has ten Assistant Professors, one Asst. Grade-2, one Lab-Technician, one Lab-Attendant and one Peon in the college.

The college has study centre of Pt. Sundarlal Sharma Open University, Bilaspur (C.G.) from the session 2015-2016 onwards.

Vision

To transform the young minds of socio-economically-educationally weaker sections of the rural area by providing Quality Education for Achieving Human Potentials to make the society better.

Mission

- Encouraging the students to enroll in higher studies.
- Guiding and supporting the students to complete the course.
- Affording to reduce the number of dropout students.
- Motivating the students to become self – reliant.
- Developing required Infrastructure for Quality Learning.
- Collaborating with the Local Institutions for the development of the surrounding.
- Promoting the National and Traditional values among the students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Institute operates with a holistic perspective.
- Appreciable number of girls.
- Obedient students.
- Experienced and dedicated faculty members.
- Increasing good performance of students.
- Better co-ordination among the stakeholders of the college.
- High progression rate of students to Higher Education.

Institutional Weakness

- Lack of 21st century skills among the students.
- Limited academic research publication of faculty members.
- Untrained non-teaching staff.
- Limited opportunity of research.
- No residential quarters for Teachers and Staff.
- No Hostel, Playground & Canteen.
- Due to remote location of the institution weak network coverage.

Institutional Opportunity

- To enhance the quality of education further.
- To increase the subjects like Physics, Mathematics, Economics and Geography.
- To increase skill based courses for students.
- To enrich the quality of teaching by extending the facility of smart class rooms.
- To strengthen the research Eco-system.
- To upgrade digital infrastructure.
- To increase the number of books in the library.
- To make Hostel, Playground, Canteen etc.

Institutional Challenge

- Socio-economic backward condition of students.
- Improving employability of graduates.
- Devoid of regular Principal.
- No sanctioned post for Librarian, Sports officer.
- Absence of skilled courses for students.
- Shortage of non-teaching staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated with Shaheed Nandkumar Patel Vishwavidyalaya, Raigarh (C.G.). Hence, the college follows the curriculum designed and developed by the affiliating University, which is based on UGC guidelines and recommended by Central Board of Study Raipur (C.G.).

The college adopts many strategies for effective implementation of the curriculum through which the objectives of the college are achieved.

The Academic Calendar is provided by the Department of Higher Education, Govt. of Chhattisgarh and Class Time Table are prepared at the beginning of each session.

The college takes regular feedback from its stakeholders for the better implementation of the curriculum.

The HODs monitor the implementation of the curriculum and the academic plan, and then it is reported from time to time to the Principal.

The curriculum is delivered by using effective teaching strategies. Seminars, Workshops and programs are organized by respective departments to fulfil the Vision, Mission, and Objectives of the college.

The college offers 05 subjects in B.A Programme, 03 subjects in B.Sc. Programme and all compulsory subjects in B.Com. Programme.

The college also accommodates Distance Education Centre under Pt. Sundarlal Sharma Open University, Bilaspur (C.G.) to provide UG & PG courses.

In the regular curriculum, skill-based courses like communication skills as well as the interdisciplinary courses like Environmental Studies and Human Rights have been incorporated as compulsory core courses.

Teaching-learning and Evaluation

The college has taken many steps to improve the quality of the Teaching-Learning process by adopting effective teaching strategies, which are student centric. The faculty member of the college regularly takes their classes as per the schedule. As per the need of students, remedial classes are also engaged by the faculty members.

In terms of evaluation of the performance of students, the college has adopted many evaluation methods like Internal Exams, Assignments, Seminars and Viva as per the guidelines of the affiliating university. However, the evaluation of the final examination is conducted by the affiliating university. The college follows all the examination and syllabus related reforms and the timeline laid down by the university.

The college takes due care to provide required training and resources to the faculty members to implement these practices. Teachers are encouraged to participate in Orientation Programs, Refresher Courses, Seminars and Workshops for their professional development. The college is committed to provide quality education to students by qualified, competent and experienced teachers. Guest faculties are appointed for limited periods as

per the norms laid down by Govt. against the vacant post of Asst. Professor.

Research, Innovations and Extension

The college always encourages its faculty members to undertake research activities wherever it is possible in spite of the limited opportunity in the college. The college Authority extends all the possible helps to the faculty members for pursuing Ph. D and publish research articles. The college organized three national seminars to promote research activities among the teachers and students. The college faculty members also present their research papers in different seminars and conferences organized by colleges and universities.

Although NSS unit has not been started in the college due to lack of infrastructure, yet the college arranges a number of outreach programs and extension activities like Swachh Bharat Abhiyaan, Environment awareness rally , “ Miljul ke padhbo , nawa Chhattisgarh la gadhbo” and other awareness programs. All the staff and students participate actively in these programs and help in fulfilling the objectives of the programs.

Infrastructure and Learning Resources

The college was running in the campus of Govt. Higher Secondary School Pussore. There were limited classrooms. Therefore, morning shift was allotted to college & day shift to the school by the administration. The teaching hour of the college was from 7.30 AM to 11.30 AM. For administrative works, only two rooms were available. One room was for faculty staff along with Principal and other room was for office work. No separate rooms were available for practical works and library. Only one classroom was in our position which was used for reading purpose for students & for extra activities. However limited practical works were managed in ground. Books were also issued to the students in an effective manner .

The college was shifted to the new building on 9th September, 2022. Since then all the necessary things are being arranged and managed fast. Now , we have 30 rooms available for teaching and other works including office , Principal’s chamber and ICT room. However we are still lacking in playground & canteen.

Student Support and Progression

The college has an effective system of informing students about various schemes of scholarships and stipends like state government scholarship, INSPIRE. Special support for SC, ST students are provided by the state government like ST SC book bank and free distribution of stationeries. The number of students benefited by scholarships provided by the government is approx. 90%. The institution also conducts various capacity and skill building initiatives especially in the field of Yoga, Health, Hygiene, ICT and Computing skills. The institution also conducts many career counseling programs and students are also given guidance for competitive examinations. The grievances of students related to sexual harassment and ragging cases are timely redressed by the specially constituted committee for the purpose. The Alumni Association has been formed. This institution has UG programmes only. One of the institution's aim is to enhance students result and level so that they can get admission in PG classes. We have achieved this goal satisfactorily as more than 300 students have either completed or pursuing their PG degree.

Governance, Leadership and Management

There is a vision and mission document of the institution and the institution is governed with a purpose to meet these desired goals. Various committees are formed with a purpose to distribute various tasks and to assure maximum participation of the stakeholders. The e-governance is implemented in the areas of Administration, Finance and Account, Student admission and Support and also in the area of Examination. Teachers also undergo online / face-to-face Faculty Development Programs. The performance appraisal for teaching and non-teaching staff is done every year.. The funds are also received from non-government bodies like Janbhagidari Samiti. The college also conducts financial audits for Janbhagidari funds regularly . The Internal Quality Assurance Cell (IQAC) conducts regular meetings through which various quality measures are taken and analysis and assessment of various steps taken is also done through it.

Institutional Values and Best Practices

The institution conducts various programs to ensure gender equity. The campus is free from the use of tobacco products. The institution continuously monitor and inspire students not to use these harmful products. Very soon, the institute expects to get certificate as "Tobacco Free Institution" from competent authority.

The institution has alternate sources of energy like use of LED bulbs for power efficiency.

The facilities for solid waste management are functional in the institution. The campus is made free from plastics and automobiles are also restricted to a limited use. The use of bicycles is encouraged. The institution has disabled – friendly, barrier free environment for teachers and students. Ramps are there for disabled persons. The Code of Conduct for teachers, students and other staffs is also implemented. Institution also organizes various National and International commemorative days and events. The two best practices “**Assembly Culture**” and “**Donation Culture**” have also been mentioned with various distinctive features of the college.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | VISHNU CHARAN GUPTA GOVT. COLLEGE PUSSORE, RAIGARH (CG) |
| Address | Borodipa Chowk, Near GAD Colony, Pussore, Raigarh |
| City | PUSSORE |
| State | Chhattisgarh |
| Pin | 496440 |
| Website | www.vcgcollegepussore.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------------------|----------------------------|------------|-----|------------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | SHYAM LAL SONWANE | 07762-262885 | 9926172465 | - | newgovtcollegepus aur@gmail.com |
| IQAC / CIQA coordinator | Ramesh Kumar Sao | 07762-9752595125 | 9752595125 | - | rameshkewti@gma il.com |

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

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

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

| Establishment Details | |
|-----------------------|--|
|-----------------------|--|

| State | University name | Document |
|--------------|--|-------------------------------|
| Chhattisgarh | Shaheed Nandkumar Patel Vishwavidyalaya | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 06-03-2018 | View Document |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|---|------------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Borodipa Chowk, Near GAD Colony, Pussore, Raigarh | Semi-urban | 2 | 4203.44 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Arts | 36 | Higher Secondary | Hindi,English + Hindi | 70 | 70 |
| UG | BSc,Science Bio | 36 | Higher Secondary | Hindi,English + Hindi | 70 | 70 |
| UG | BCom,Commerce | 36 | Higher Secondary | Hindi,English + Hindi | 70 | 70 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 12 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 10 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 15 |
| Recruited | 3 | 1 | 0 | 4 |
| Yet to Recruit | | | | 11 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 0 | 8 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 182 | 0 | 0 | 0 | 182 |
| | Female | 443 | 0 | 0 | 0 | 443 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 20 | 19 | 15 | 12 |
| | Female | 47 | 35 | 38 | 39 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 54 | 39 | 37 | 24 |
| | Female | 93 | 80 | 61 | 54 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 107 | 103 | 92 | 101 |
| | Female | 248 | 233 | 228 | 227 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 3 | 2 | 3 | 6 |
| | Female | 7 | 8 | 12 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 579 | 519 | 486 | 474 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>According to the National education policy 2020, requires a flexible and innovative curriculum that includes credit based courses and project in the domains of community engagement and service, environmental education and value based education. A Multidisciplinary and a holistic learning is a unique education approach that allows pupils to learn and explore different courses or curricula from different areas of study as language, commerce, social science, professional skill, ethics, morality, human value etc. With multidisciplinary education in college's student get a right to choose their favorite subject. Following combination can be opted in our college- Group A – Hindi literature, English</p> |
|--|--|

| | |
|--|--|
| | <p>literature, Political Science, History, Sociology. Group B – Zoology, Botany, Chemistry. Group C – Commerce. It helps them develop a programmatic attitude by allowing them to decide what subject they will opt for and what could be their possible benefits</p> |
| 2. Academic bank of credits (ABC): | <p>Our college is affiliated to Shaheed Nand Kumar Patel University Raigarh (CG) and no guideline has come from them for academic bank of credit so far. This system is not available in the college.</p> |
| 3. Skill development: | <p>According to the National education policy 2020, Soft skills are conducted by the college in which communication skills, IT skills. Our institution has neither computer department nor computer teacher, still our faculty member gives training to interested students & staff members about MS-Word-Excel.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>According to the national education policy 2020, In our institution the communication language is Hindi & English. As this institution is located near border area of Odisha State, many students & staffs speak Odiya also. Cultural programme are conducted in the institute in which culture and tradition of various state are performed by the students. During COVID-19 pandemic all classes and activities were managed through online platform. After COVID we are taking both offline and online classes and programmes. Academic videos made by our faculty members have been uploaded in our college website and You-Tube. Awareness programme for YOGA are organised offline / online mode.</p> |
| 5. Focus on Outcome based education (OBE): | <p>Variety of approaches in teaching learning process like lectures, seminars, tutorials/workshop/practical and project based learning are used. As this institution has UG programmes only our focus is to prepare students for better result so that they may pursue higher education in PG classes also. This is evident from the fact that more than 300 hundred students from this institution have either completed their PG degree or are perusing it. We guide our students for competitive examinations also.</p> |
| 6. Distance education/online education: | <p>Extension centre for UG/PG programme of Pt. Sundar Lal Sharma Open University Bilaspur is functioning in our institution. Students of this institution may also be benefited.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 625 | 579 | 519 | 486 | 474 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 20

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2.2

Number of teaching staff / full time teachers year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 08 | 07 | 07 | 07 |

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15.95 | 4.12 | 22.81 | 10.19 | 7.48 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The college is in the rural area of Raigarh District and therefore, it is also entrusted with immense responsibility in the field of Higher Education as major students are of first generation. The curriculum of the Program is decided by the affiliating university. Required suggestions are forwarded to the university by the stakeholders through feedback system.

The academic calendar for the academic session is prepared by the Department of Higher Education of the State Government based on which the respective colleges also chalk out more objective academic calendar for the whole session according to its own activities and interests.

Prescribed curriculum is delivered according to the teaching plan and time-table. Prescribed syllabus is completed within the stipulated time and internal assessment of the students is also done at regular intervals. Teaching diary contains teaching plan of prescribed syllabi for the month which is to be strictly adhered to. Several meetings of IQAC also decide innovative ideas to augment the present existing curriculum delivery system.

The Program or Course curriculum decided by the affiliating university is to be adhered to by all the affiliated Colleges. The academic calendar mentions monthly student oriented tasks and the time frame for its completion. The students are given assignments.

The internal evaluation scheme was started by the University from the academic session 2017 – 18 for UG classes. The college prepares Time- Table for conducting continuous internal assessment based on the schedule decided by the affiliating university.

Information and Communication Technology (ICT) has been introduced in many departments. Discussion technique is also adopted by teachers of different departments. Projector is used by some departments like Zoology, Chemistry, Botany and History. After the completion of topics verbal test is done by various departments. Several departments conduct classroom seminars, workshops, presentation, assignments etc. Educational visits are organized by some departments to give students better and practical approach to the class room teaching.

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

1. Academic council / BOS of Affiliating University.
2. Setting of question papers for UG/PG Programs.
3. Assessment / evaluation process of the affiliating University.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 1

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 0.37

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

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

Response:

Institution is very conscious and awake about mentioned issues. The subject of gender sensitization, human values, human rights, environment and ethics find place in various courses in the curriculum during teaching learning process of the syllabus provided by the affiliating University. Details have been provided in the following table:

| Class | Subject | Topic | Remark |
|------------|-------------------------|--|----------------------------|
| B.A. - I | F.C. Env.& Human Rights | The Multi Disciplinary Nature Of Environmental Studies: | Environment |
| | | Ecosystem | Environment |
| | | Environmental Pollution | Environment |
| | | Human Rights | Human Rights |
| | | Human Rights | Human Rights |
| | F.C. - HINDI | Social Mobility | Ethics |
| | HINDI LIT. | Sant Kabir Das | Human Values |
| | | Kafan | Human Values |
| | ENG.LIT. | Humanism | Human Values |
| | POL.Sc. | Rights & Duty , Liberty , Equality | Human Rights , Gender |
| | | Fundamental Rights & Fundamental Duties | Human Rights , Gender |
| | SOCIOLOGY | Social Change , Social System And Process | Human Values |
| | | Basic Institution Of Indian Society , Familial Problems | Human Values |
| | HISTORY | Jain & Baudh Dharm , Ashok Kaa Dhamm | Human Values |
| B.A. - II | HINDI LIT. | Andher Nagari | Human Values |
| | Sociology | Samyavad, Saman Ichha Ka Siddhant, Swatantrata, Varg Sangharsh Ka Siddhant | Human Values |
| | | Rajniti Prakriya Me Nari Ki Bhumika | Gender |
| | HISTORY | Bhakti Aandolan , Sufivaad | Human Values |
| B.A. - III | HINDI LIT. | Sikh Sikh Ke Goth | Human Values |
| | POL.Sc. | Environmentalism , Globalisation & Human Rights | Environment , Human Rights |
| | HISTORY | Bramh Samaj , Aary Samaj , Muslim Samaj | Human Values |

| | | | |
|-------------|----------------------------|---|----------------|
| | | Sudhar Aandolan , Kabir Panth , Satnaam Panth | |
| B.Sc. - I | F.C. Env.& Human Rights | The Multi- Disciplinary Nature Of Environmental Studies: | Environment |
| | | Environmental Pollution | Environment |
| | | Human Rights | Human Rights |
| | | Human Rights | Human Rights |
| | F.C. - HINDI | Samajik Gatishilta | Ethics |
| B.Sc. - II | BOTANY | Concept Of Eco- System | Environment |
| B.Sc. - III | BOTANY | Green House Gases , Ozone Deplition | Environment |
| | CHEMISTRY | Bio-Inorganic Chemistry | Sustainability |
| | ZOOLOGY | Ecology Environmental Biology | Environment |
| B.Com. - I | F.C. Env.& Human Rights | The Multi- Disciplinary Nature Of Environmental Studies: | Environment |
| | | Ecosystem | Environment |
| | | Environmental Pollution | Environment |
| | | Human Rights | Human Rights |
| | F.C. - HINDI | Samajik Gatishilta | Ethics |

The subject of environment and sustainability is included in the form of a compulsory subject i.e. Environmental Studies which is must for all the students during their studies. Human values are also part of many courses offered in the Institution. The detail of these courses can be found in the enclosed list as their study is a must for the future of the society i.e. students of the institution who are to become responsible citizens of the nation. It also teaches and enables them to live life with much more humanistic approach.

| File Description | Document |
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1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 43.68

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

Response: 273

| File Description | Document |
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| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

| File Description | Document |
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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 98.18

2.1.1.1 Number of students admitted year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 210 | 208 | 209 | 180 | 165 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 210 | 210 | 210 | 180 | 180 |

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Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 73.77

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 102 | 109 | 102 | 88 | 77 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 138 | 138 | 138 | 117 | 117 |

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2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 62.5

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 using ICT tools

Response:

- In the beginning of the session, the students are advised to attend the classes regularly. The lectures in the classes are followed by interaction with the students where they can raise their queries regarding the topic. The queries are attended by the respective teachers.
- Constant efforts are made to make teaching – learning process student centric. The key methodologies used are lecture method , interactive method , demonstrative method and problem-solving method.
- For students of science (Chemistry , Botany & Zoology) which require practical learning through experiments either in laboratory or in the field , the teachers adopt group based experiments for better understanding of each students.
- Participative learning is encouraged through group discussions , seminar presentations and project presentations by students through PPT.
- Some teachers use ICT enabled classes to teach through slides on screen making teaching – learning an interactive exercise.
- It is not often possible to give personal attention to students in the class. The college has mentoring practice in place through which each teacher is assigned some students.
- The students are given the home assignments which helps to analyse their potential.
- Models are made by students in the guidance of teachers in a participative manner to make topics more clear.
- Students meet teacher when necessary to discuss their problems which may be of academic , personal or psychological in nature . Teachers counsel them from time to time.
- In the present age of technology , the integration of ICT in the education system has helped tremendously in developing quality education and personality of students.

- The teachers have adopted online teaching platforms like Zoom , Teachmint , Google Meet etc. to provide better learning experience to students.
- Many teachers use PPT and innovative ways to teach students.
- Teachers provide study materials like PDF , You Tube videos etc. on their Whatsapp groups. They also guide the students on how to access online course materials on internet web portals.
- Some teachers have uploaded their video lectures on YouTube and students are encouraged to go through these lectures also.

| | |
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2.4 Teacher Profile and Quality

| | | | | |
|---|-------------------------------|---------|---------|---------|
| 2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years | | | | |
| Response: 78 | | | | |
| 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years: | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 10 | 10 | 10 | 10 | 10 |
| File Description | Document | | | |
| Upload supporting document | View Document | | | |

| | | | | |
|--|---------|---------|---------|---------|
| 2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 100 | | | | |
| 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 10 | 8 | 7 | 7 | 7 |

| File Description | Document |
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| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal assessment is a part of the evaluation process in any academic institution. During the process of preparing a thorough academic calendar for the institution the schedule for internal assessment is also decided. Many departments give assignment to the students. It helps the teachers and students in analyzing the learning level and shortcomings on the part of the students. There is also the facility of redressal of grievances of the students related to the internal examination. All the related grievances are solved by the specially constituted committee for the purpose. Consequently, every student is assessed academically by teachers based on their performance in the internal examination. Internal assessment is done through assignment submission, class room seminars , class room interaction and viva-voce process etc. The internal assessment for students are done for 10 Marks as per the University norms. As there is a grievance redressal mechanism for students the internal assessment is fully transparent and also to the satisfaction of the students.

Institution has a committee to look after the examination related grievances. Annual examination is conducted for all the UG courses. The examination is conducted by the University in three shifts. The timings of first shift is 07.00 am to 10.00 am, second shift is 11.00 am to 02.00 pm and that of third shift is 03.00 pm to 06.00 pm. The committee receives grievances related to the various aspects of the examinations and efficiently does grievance redressal through a time bound and transparent mechanism. The grievance is redressed on the same day or may be within two or three days' maximum as per its nature. Generally, these grievances are related to the sitting facilities, regular facility of drinking water in every class room. Institution is highly sensitive towards these concerns and has a regular vigil on any such grievances and their fast and satisfactory redressal.

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| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the

institution are stated and displayed on website and attainment of POs and COs are evaluated**Response:**

The various programs being offered in this Institution constitute the overall face of the institution. The program outcomes and course outcomes under all the programs are framed by all the departments and they find place on the website under the link PO, CO. The career oriented objectives and probable outcomes are specified in the mentioned places. Their availability on the institutional website are definitely of great help to the students. This paves the ways of various advantages and career-oriented possibilities through a certain specific program. The course wise probable outcomes indicated therein help immensely in knowing that particular field of study and even while choosing the specialization. The college notifies the teachers during admission process to acquaint the students about PO, CO. Consequently, the students are also advised to go through the various outcomes to acquaint themselves about the programs, courses and their outcomes during the admission process of the institution.

The probable outcomes are specified in various disciplines and it is for the departments to ascertain that the outcomes are attained after every examination. The performance of the students and teaching learning methodologies practiced in any institution gets a litmus test through such performance analysis. The ultimate outcome of the Program as well as Course outcome can be seen in the good number of Merit holders at University level. It is also evident from the number of students who get admitted for higher studies in other institutions and qualify for other competitive examinations. The broader list of merit holders and other achievers are the proof of better outcome achieving by the institution. The analysis and assessment of results are first done department wise. A report is also made of the satisfactory outcomes and even the lacking wherever there are. The wider deliberation is done at departmental level as well as the IQAC forum of the college. The sole aim to bring the improvement in the results and finding out the reasons for shortcomings if any. The broader plan outlay prepared by the department is also discussed in the IQAC. The action taken report is also submitted and discussed at this forum so that much more satisfying results can be achieved in the future examinations. The continuous assessment of the students' performance helps in improving the overall outcome of all the programs and in the all round development of students.

The attainment analysis of various program outcomes and course outcomes are indicated through chart, details of result of various competitive examinations , the students in the merit list of the university, a large number of students studying in post graduate classes and our students got service in various sectors have been mentioned with details. Many students have secured their position in University merit list. one of them is the gold medalist in the University. More than 300 students have either completed or pursuing of PG programme. This may be consider as a good number because this institute is relatively a new established one and only six batches have passed out.

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2.6.2 Pass percentage of Students during last five years**Response:** 97.09**2.6.2.1 Number of final year students who passed the university examination year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 208 | 161 | 142 | 139 | 152 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 209 | 161 | 150 | 147 | 159 |

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.59

| File Description | Document |
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Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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3.2 Innovation Ecosystem

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

Response:

This institution has Arts, Science and Commerce programs. Students from nearby places (around 20 KM periphery) come to study here. The limited seats allotted for each program is filled by the students of the region and only with high scores and merit can get through. The challenge before the institution is to disseminate the fruit of education and knowledge in the region. Few teachers have already completed their research work and are ready to supervise the inquisitive minds of the students. Some departments also conduct invited lectures of various renowned personalities of the region in their particular field of expertise. Students get exposure to the distinct ways and manners in which other eminent teachers of other institutions pass their knowledge.

There are well equipped laboratories in the department of Botany, Chemistry and Zoology for B.Sc. level. The regular objective laboratory-work by the respective students also increases their practical knowledge of the subjects. There is a main library in the building having more than six thousand books for the students. Facility is availed by both the teachers and students as per their requirements.

Teachers of the institution meet with parents of students at the time of admission and whenever necessary and suggest them to create better environment in their houses so that their ward can study well in home.

All of the mentioned efforts on behalf of the institution are meant to constitute an ecosystem for innovations and for creation and transfer of knowledge.

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 12**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 06 | 04 | 01 | 01 | 00 |

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3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.05**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 00 | 00 |

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3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

The students of this institution are very much aware of the situation and requirements of the people around it. Since, most of them come from the nearby villages therefore they can act as forerunners in the field of holistic development of the society. The institution for the above said purposes has always engaged its students with the society, sensitized them to the issues of the nearby society and to act and add in the development of the society, though the institute has no NSS or NCC unit. The students of the institution are given regular tasks to go to the nearby villages to know their issues in order to assist them in coming out of it and also acquainting the society about various issues related to necessity of quality education and quality higher education, gender sensitization, rights of women and children, issues of women empowerment, knowledge of various fundamental, constitutional and legal rights given to them, road safety, communal harmony, national integration etc. Students & alumni of the institute also help in teaching learning of school going students of their villages. They do not charge for it and do as their social duties.

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3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies**Response:**

In the session 2019 – The college's incharge principal Dr. S.L. Sonwane has got a award Dr. S.P. Radhakrishnan National Teacher award given by Anuchuchit Jaati Vikash Parishad for creating benchmarks for excellence in performance and devotion to public duty.

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3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 02 | 0 | 2 | 0 | 2 |

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3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 3

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The infrastructure is created and maintained by the state government and its organizations. The institution has a total area of approximately 2 acres which is likely to increase very soon in near future. In the present set up the institution has a time table including the arrangement for class rooms as per the requirements of the curriculum. There are 30 (thirty) rooms in the building .Class rooms and laboratories are sufficient as required by the time table. We are having infrastructure and physical facilities like ICT & Conference Room, Reading Room, Yoga & Gym. Room , Sports & Red Cross Room , Two washrooms for girls’ and Two washrooms for Boys , Girls ‘Common Room, Store Room, Cycle stand, Water Cooler, Stage for cultural programmes, Badminton Court, Sound System, more than 100 fiber chair, etc. The institution is under the CCTV surveillance for safety purposes. A big size hall is there for multipurpose use. It is used for all the cultural activities.

We are having insufficient infrastructure and physical facilities like departmental library, Canteen & Play Ground. However, outdoor games like Cricket, Footbal, Kabbadi, Kho-kho etc. are organized in the stadium of Pussore which is about 1.5 km from the college campus.

The students apart from being busy in their varied curricular tasks also take out time to participate in various sports and other extra-curricular activities. They participate in various Inter University and State Level activities in Raigarh, Bilaspur, Raipur etc.

At the end of the session they also entertain themselves through the Annual Function before their final examination. The college cultural committee and the student council collectively conduct such large scale program. All the activities are conducted by several sub– committees specially, constituted for the purpose headed by a senior teacher and other teachers and student representatives are its members. The programs span from two to three days. The cultural activities are held on the final day.

At the beginning, of the session, a welcome ceremony is organized by senior students for the first year students. At the end of the session a Fare-well program is organized for the Final Year Students by junior students of the institution.

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4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 30.97**4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3.75 | 1.50 | 7.49 | 3.68 | 2.33 |

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| Institutional data in the prescribed format | View Document |

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library****Response:**

The Library of the college has valuable collection of more than six thousand of books of the diverse subjects which cater to the needs of students and teachers. There is a reading section attached with the library, so that students and staffs may read library books, as well as competitive examination books. The students are allowed to have issued full set of books at a time by using their library cards. The library plays a very important role in the learning of the students as most of the students are not able to buy the required number of books recommended by the teachers due to their financial constraints.

Students of this college also donate different types of useful books such as books related with their subjects , competitions , literature etc. In this way the library is getting rich day by day.

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4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection****Response:**

In the year 2016 the institution had only 2 computers. In 2018 two more computers were purchased. In 2019 one more and in 2022 two computers and two laptops were purchased. At present we have seven computer systems and two Laptops. Five computer systems and laptop are used by the students of the college.

The Institution has a well equipped system related to its IT facilities and internet facility including Wi-Fi. ICT room is equipped with wall mounted LCD projector. Three more LCD projectors are available which are used to deliver lectures in the classrooms. The Institution is under CCTV Surveillance having 56 CCTV Cameras.

The Website of the college has been created . It is functional and updated regularly by the maintenance committee. All important notices related to academics, examinations, sports, cultural activities etc. are uploaded at regular intervals.

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

Response: 208.33

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

Response: 03

| File Description | Document |
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4.4 Maintenance of Campus Infrastructure

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

Response: 69.05

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12.2 | 2.63 | 15.33 | 6.5 | 5.15 |

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 88.18

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 533 | 522 | 494 | 412 | 405 |

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| Institutional data in the prescribed format | View Document |

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

| File Description | Document |
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5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 8.65

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 149 | 83 |

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5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

| File Description | Document |
|----------------------------|-------------------------------|
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5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 28.93

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 79 | 53 | 68 | 29 | 3 |

5.2.1.2 Number of outgoing students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 208 | 161 | 142 | 139 | 152 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 2 | 0 | 0 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 2 | 0 | 0 |

| File Description | Document |
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| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

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| Institutional data in the prescribed format | View Document |

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

Response: 12

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 19 | 23 | 15 |

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5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni association has been formed in the institution. The members of the association meet to elect the office bearers. The association is involved in various types of works related to the extending the list of alumni and involving more actively in the development of the institution. Though the institution is new, many alumni members are placed in different fields and they are supposed to assist the institution by their regular involvement and valuable suggestions related to many spheres of the curricular, extra-curricular and certain other activities of the institution. Some alumni members assist in teaching our students on

service basis . They also assist us in our social responsibility programme “ Miljul Ke Padhbo, Nawa Chattisgarh La Gadhbo “.

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

V.C.G.Govt.College Pussore (estd.2014) is relatively a newly established Government College in Pussore Tahsil of Raigarh district, that aims to cater to the needs of students belonging to the diverse socioeconomic background and cultivate moral, intellectual, spiritual, social, emotional and all-round development of its students.

Vision: The vision of the college is enshrined in the Logo itself which proclaims 'Tamsa Maa Jyotirgamaya' which means 'May the Light of knowledge remove the darkness of ignorance.'

Vision statement on Nature of Governance :

To fulfill the vision, encouragement is provided to build up true leadership quality among the students in a just and equitable way by engaging them in activities like discussion, seminar, debate, cultural presentation, patriotic and nation-building activities, green campus activities so that students can ready themselves to be active participants in taking up social issues.

Mission Statement on Nature of Governance:

1. Formation of different statutory committees comprising representatives from all stakeholders of the college for coordinating important administrative activities of the college.
2. Formation of different sub committees under the supervision of IQAC comprising representative of all stakeholders of the college for coordinating important academic and extra-curricular activities of the college.

Institute has a mechanism for delegating authority and providing operational autonomy to the various functionaries to work towards decentralized governance system.

Principal level: All the administrative, academic and operational decisions are taken by Principal based on government policy to constitute various monitoring committees for smooth management of the institute.

Faculty level: Faculty members are given representation in various committees and allowed to conduct various programs to showcase their abilities. They are encouraged to develop leadership skills by being in charge of various academic, examinations, co-curricular and extracurricular activities.

Student level: Students are empowered to play active role by displaying responsible leadership through Students Union to develop academic and cultural activities of the college as individual/group coordinator of cultural, sports, co-curricular and extracurricular activities in campus and outside social service.

Since this institution is a Government institution, all the major decisions are taken by the Directorate of Higher Education.

The financial matter of the college is looked after by the Principal as Drawing and Disbursing Officer, who is appointed or authorized from among the senior teachers.

To assist the Principal and for smooth functioning of the college, there is a Staff Council constituting all teaching faculties where the Principal functions as the President and a senior Professor as Secretary.

The work of the college administration is decentralized and the various committees are formed at the beginning of the academic year to support the system.

Throughout the academic year, all committees participate to resolve issues in the interest of the institution where every committee member has freedom to participate in decision making. The students take active part in various activities on the campus. This results in effective and proper execution of the allotted work and promotes cooperation between management, staff, and students.

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6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The Principal as the head of the institution along with the members of the Teachers' Council maintains a congenial and academic environment of the college.

- Major policy decisions are taken by the Directorate of Higher Education, which are communicated to the college through the Commissioner.

- In the college, the Principal is the apex authority and he is assisted by the Secretary, Staff Council and various committees. The Principal executes academic and administrative plans and policies with the help of various Committees and Cells.

- Following are some of the committees and cells of the college:

1. Staff Council,
2. Admission Committee
3. Academic Calendar & Time Table Committee

4. Disciplinary & Ragging Control Committee,
5. Student's Union Council
6. Women's Grievance Redressal Cell
7. Sports Committee
8. IQAC Cell
9. Jan Bhagidari Committee
10. Distance Education Cell (PSSOU) etc.

Appointment- Appointment of Assistant Professors is conducted after selection of candidates having NET/SET/PhD through Chhattisgarh Public Service Commission (CGPSC). Appointment of non-teaching staff i.e. Lab Technician, Lab Attendants, Peons and gardeners is made through tests and on compassionate ground as per government policy. Recruitment of Guest Lecturers is done individually by the college following the U.G.C rules and Higher Education guidelines. Supporting staffs for Day and Night Watchman is maintained in the college through Janbhagidaari Fund.

Promotion Policy –Career Advancement Scheme (CAS) of the regular Faculty members is done by the Directorate of Higher Education as per the norms of UGC. Promotion of non-teaching employees is done as per the policies of the Government of Chhattisgarh.

Service Rules- All the employees of the college follow Chhattisgarh/MP Civil Service (conduct) Rules 1965.

Our College is a Government College and so all strategic plans are taken by the Department of Higher Education, CG Government.

However, all internal strategies are taken by the college for the smooth functioning of the college.

- One such strategic plan implemented by the college is the Teaching and Learning Process of the institution.
 - The academic calendar is prepared by the Academic Committee and the combined routine of the institution is prepared by the Time table Committee at the beginning of each academic year.
 - The Time table Committee first prepares the individual routine of Science, Arts and Commerce in consultation with each department. The combined routine is then prepared and handed over to the Principal for central monitoring.
 - From time to time extra classes to complete the syllabus in time and revision classes are also taken.
 - Study materials, question papers of the preceding years are provided to students. Guidance is also provided by the faculty members to students for writing answer.
 - ICT enabled classes particularly through PPT are also taken by some teachers to explain certain difficult topics in the easiest way. Teachers also guide students to make PPT.
 - Study tours, field visits are arranged occasionally in some departments to enhance the experiential learning process.

- Assignments, Internal Examinations are part of continuous evaluation and group learning is also practiced in some departments.
- Models are also prepared by students under the guidance of teacher to understand subject matter easily.

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6.2.2 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

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6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

V.C.G.Govt.College is a Government institution and has to follow welfare measures provided to teaching and non-teaching staff as per the guidelines of the government of Chhattisgarh. The institution has various effective welfare measures for teaching and non-teaching staff. Some of them are:

1. The salary component and other monetary benefits are given as per the recommendation of the UGC for Assistant Professors and Associate Professors and state pay commission for non-teaching staffs respectively.
2. Annual Increment @ 3% is given every year in July for every teaching and non-teaching staff of the college.
3. Promotion and CAS benefits are given as per the guidelines of the UGC/ State Government.
4. The Assistant Professors and Associate Professors after completion of Ph.D. degree receive increment benefits as per the recommendation of the UGC.

5. Faculty members are encouraged to participate in the Orientation Program/ Refresher Course/ Seminars/ Workshop. Non-teaching staffs are also allowed to undertake various training programs for enhancing their professional knowledge.

6. General Provident Fund facilities, Contributory Provident Fund facilities, Gratuity Pension facilities, Group Life Insurance are provided to both the teaching and non-teaching staff. They also enjoy other benefits like House Rent Allowance, Dearness Allowance.

7. Festival advance is provided for teaching and non-teaching staff.

8. Loan without interest from the General provident fund is there for teaching and non-teaching staff.

9. Medical reimbursement is provided to Principal, Associate Professors and Assistant Professors and all Group C and Group D employees as per provision of CG Govt.

10. Both teaching and non-teaching staff can avail of Casual Leave, Earned Leave, and Medical Leave. Benefits of availing Child Care Leave, Maternity Leave, Paternity Leave as per state rules are also provided to the staff. GPF/CPF: Group insurance: Gratuity: Medical bill reimbursement: GPF loans: Festival Advance: Uniform & Washing allowance: for class IV employees

The Performance Appraisal System is conducted centrally by the Directorate of Higher Education. For this purpose, all regular Gazetted officers (Teaching Faculty) are given Performance Based Appraisal System (PBAS) format for their self-appraisal annually along with ACR (Annual Confidential Report) forms to be filled individually. Each (PBAS) form is verified and each ACR form is assessed confidentially by the Principal and then sent to Additional Director Bilaspur Zone for further assessment. These PBAS and ACR forms are further sent to Directorate of Higher Education, CG Govt. for further action. In case of promotion these PBAS and ACR are the basis for Career Advancement. Non-teaching employees are also given Annual Confidential Report format and these are assessed by the Principal and sent through the Additional Director, Bilaspur Zone to DHE CG Govt. Their promotion is based on these ACRs along with their seniority which is conducted by the Department of Higher Education from time to time.

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

Response: 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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| Institutional data in the prescribed format | View Document |

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 18.18

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 4 | 0 | 2 |

6.3.3.2 Number of non-teaching staff year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 6 | 3 | 5 |

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6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The availability of resources is essential for management of any institution, so our college receives grant from State Government and Janbhagidari. The Principal as the Drawing and Disbursing Officer (DDO) of the college monitors the use of the resources received from the government through discussion with the Planning and Purchase committee. The allocated funds are utilized to purchase equipment, chemicals, etc. The Principal makes recommendations for better handling of resources and effective mobilization of available funds for the betterment of the students, teaching and non-teaching staffs. The Principal asks for the requirements of various departments and then approves purchasing of the required items. The Purchase Committee follows all government formalities for the utilization of the fund. Quotations are sought and then comparative charts are prepared. A supply order is given to the lowest bidder/vendor for the purchase of any material. At times purchases are made from the local Co-operative society, farms and DIC based on DGST rate for procurement. If the purchase of materials is below ten thousand, the purchase can be made directly without calling any tender. Up to 2.50 lakhs, the Principal can call tender but if the purchase is above 2.50 lakhs purchase has to be made by tender. Recently Department of Higher Education instructed the college to make the purchase through GEM. Beneficiaries are added to the software and the payments are to be made online through the Public Finance Management System (PFMS). RUSA seed money has been utilized for academic support programs.

Amalgamated fund – Fees collected from the students as the amalgamated fund is utilized according to the Govt. finance code.

Salary component–The Government pays the salary of the regular teaching and non-teaching staff. Govt. of Chhattisgarh also gives order every year to appoint the teachers against vacant post of Asst. Professors and Professor at the beginning of the academic session on fixed wages.

The college maintains its cash books and stock registers as per the guide lines followed in the government offices. Accounts are maintained by the Accounts Section of the college which are checked and supervised by the Drawing and Disbursing Officer (DDO) regularly.

Normally the DHE initiates audit in colleges where the Principal/DDO retires from government service. The spectrum of the audit work includes all financial transactions, purchases, and procurement in keeping with the financial rules of the government.

There also is a provision of a special audit in case of any complaint regarding financial misappropriation. Such initiatives are normally taken by the Department of Higher Education in collaboration with the Finance Department, Government of Chhattisgarh. Audit of Jan Bhagidari Account is carried out by hiring a C.A.

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6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) is one of the prime committees of the institution which governs almost all the areas related to the quality improvement and assurance in the institution. Though the Principal is at the helm of all the affairs of the institution yet one of the teachers of the institution is entrusted with the duty to guide its functioning. The cell consists of the teachers from all the departments of the college. Some members are from the alumni and from the current students. Its structure is designed in such a manner that some members of the society also finds place in the cell. The Coordinator can be only for the two consecutive academic sessions. The IQAC conducts at least two meetings every year. The meetings decide the agenda or goals before the institution to improve its quality in various areas. The minutes of the meetings are decided and after the meetings the resolutions are adopted and also the ways of their implementation is discussed.

The IQAC has contributed significantly in institutionalizing the quality assurance strategies and processes. The use of ICT has been initiated as a result of IQAC initiative. The teachers use Projector and screen for communication of information . They prepare soft copy of the topics with the help of PPT including advanced materials and a broader approach is thus given to the class room teaching.

The IQAC of the institution consists of teachers from almost all the Departments, one member from society, one alumnus of the Institution, one representative of the students and is headed by one senior teacher. The quality factor in the field of Higher Education is to be taken care of and enhanced by this cell of the institution. In tune with the duties and expectations of the cell there is a tradition of regular meetings organized by it for pondering over the state of affairs related to the present schemes being followed and their strengths and weaknesses in order to decide the future course of action for quality improvement. The meetings of the cell are generally conducted twice or more in a session. The grievances and suggestions for strengthening the quality frame work are recorded and included into the minutes of the meetings. Reasonable and implementable suggestions take the shape of the future plan in the field of academics. Methodologies of operations discussed and learning outcomes are assessed at periodic intervals during the meetings.

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6.5.2 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)/ membership of international networks**

3.Participation in NIRF

4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: D. Any 1 of the above

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| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The Institution is situated in the rural area and adopts co-education. Hence, it consists of students both boys and girls from all the nearby areas. It puts almost all the efforts to respect and promote the constitutional morality and equality before the law of both the genders and not to discriminate on this very basis. Institution has certain committees, especially constituted for looking after these areas of Gender sensitivity, Committee against Sexual Offences, Girls' Common Room etc. All the related committees conduct its meetings at regular intervals every year for chalking out the problems and issues being faced by the respective committees. The opinion of female teaching and non-teaching staffs are also received in order to enhance the environment of the institution in this respect.

Safety and Security– So far as the safety and security of the marginalized sections of the society is concerned the campus is completely free from any sort of violence and misbehavior related to the girl students. So far no such incidences have been noticed or recorded by the administration. But the institution has already set up a mechanism to deal with any such future incidence or complaints.

Common Room: There is a separate girls' common room for the students. It consists of all the basic amenities for them.

The institution organizes National and International Commemorative days like Republic Day, Independence Day, National Youth Day, Environment Day, International Yoga Day and birth and death anniversaries of the great Indian personalities like Sarvapalli Radha Krishnan as Teacher's Day, Mahatma Gandhi as World Peace Day, Sardar Vallabhbhai Patel, Dr.Bhimrao Ambedkar etc. The birth anniversary of Sardar Vallbhbhai Patel on October 31 is celebrated as Rashtriya Ekta Diwas (National Integration Day) every year.The annual function is separately conducted every year with great enthusiasm. The purpose of these institutional celebrations is to acquaint the students about the importance and dissemination of related knowledge.

The Curriculum of many programs contains topics related to Gender equality and Sensitization. It shows the seriousness and focus of the affiliating university and subsequently the institution towards this concern.

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7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures

2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

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7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: D. Any 1 of the above

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7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

This institution is in the rural area where students and teachers from different cultures and regions, linguistic and communal background and even different socioeconomic background are part of this institution. Though most of the students and teachers are from this state itself yet some of the teachers are even from other states of India. The diversity among the students is mostly due to their socioeconomic background.

The state government seeing the socioeconomic background of a large number of students has provided scholarship schemes for them due to which they get whole sum of the fees paid to the institution. The institute reimburses their whole fees. Other scholarships such as- National Scholarship awarding their achievements is also provided by the Central Government. Many students have been awarded the National Scholarship and INSPIRE Scholarship also. Apart from looking after the socioeconomic backgrounds of the students and in the process of providing an inclusive environment in the institution the other spheres of diversity like cultural, regional, linguistic, religious etc. are also taken care of by this institution. The academic environment here is free from any sort of discrimination based on the mentioned concerns. The annual functions include the programs related to the cultures of various states and parts of our country. Many regional cultural acts, dance arts, food cuisines etc. are also the part of food mart during the

functions. The students can profess their individual religious thoughts without fear or ill will. Those from other diversities like Divyangjans (Handicaps) and their special concerns are taken care of by the institution and special arrangements are in place for their smooth activities in the college. The many curriculum of the institution also covers these areas which help in providing inclusive environment for the students from mentioned areas of diversity. The institution also have many platforms on which any related concerns are tackled like Ragging committee, Grievance Redressal Committee etc.

The Institution conducts various programs related to the values, rights, legal rights, statutory rights, constitutional rights, human rights, duties, fundamental duties and responsibilities of the citizens especially for the students and the staffs. The programs related to the importance of values, value oriented curriculum in the various programs, role of values in other extracurricular activities etc. are also conducted in the institution. The birth anniversary of Dr. Bhimrao Ambedkar is also commemorated to make the students and employees aware of the contribution of this great personality in the making of the Constitution and also in the upliftment of the down trodden in the process of making India once again great.

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7.2 Best Practices

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

Response:

There are many practices in the institution which are considered as good. To save papers we use the papers submitted by students and others that are blank in one side. As we have minimum staff of class IV , our students and staff keep their class rooms and campus clean and green by themselves . We try our best to invite lectures from people from different walks of life so as to make our young minds to familiar with all aspects of life. We have implemented dress code in our institution successfully since 2017.

However , the two of the practices considered to be the best are:

Ist Best Practice:

1. Title of the Practice : Assembly Culture

2. Objective of the Practice : To utilize the assembly in many useful ways.

3. **The Context** : In general , colleges start without assembly and prayers. Students come and directly go to their classes. But , in our institution we started assembly culture so as to utilize this platform in many ways, as students from all faculties gather together daily.

1. **The Practice** : The college begins with assembly at 10.30 AM daily in which students and staff participate. National Anthem & National Song are recited by the students. This practice strengthens the national feelings among students.

All notices and important informations are given to all students face to face which is more impactful than notice board (although notice board is also used regularly).

As many students have poor background in G.K. , teachers motivate them to prepare G.K. in a participative way in the assembly itself. Students prepare on specific topic and narrate them in the assembly so that all students are benefitted. Current affairs , periodic table , mathematical tables are recited daily. Teachers also give precise and useful knowledge related with their subject, competitive examination and about various other aspects of life.

Besides these , cultural and moral activities like stories , poems etc. are also performed.

1. **Evidence of Success** : Students appreciate and participate in these activities actively. Even students of arts and commerce faculties get basic knowledge of general science which may be useful in the preparation of various competitive exams.
2. **Problems Encountered and Resources Required** : We have not encountered any problem as yet. No resource is required.

Ind Best Practices

1. Title of the Practice : Donation Club

1. **Objective of the Practice** : To develop donating culture and make them understand its importance among young minds.

1. **The Context** : This institution was established in the session 2014 – 15 in a school building. Students faced many problems related with items of celebrating days .The final year students proposed to donate podium and other things. Teachers of the college maintained a record of all these things and in this context a Donation Club was founded .

2. **The Practice** : Later on the idea was extended to unused but useful books that were with the students. It was appreciated by both students and staff of the institution and they donated books related with competitions , literature and other spheres of life.

Not only books but also other useful items e.g. water filter for the college were donated by students.

1. **Evidence of Success** : Today we have more than 300 books related with various topics. Students read these books also. Teachers and other persons are also donating many books . We have reference books also gained by this practice.
2. **Problems Encountered and Resources Required** : We have not encountered any problem as yet. However , we need some infrastructural facilities like Almirah to keep these books safe.

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| Best practices as hosted on the Institutional website | View Document |
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7.3 Institutional Distinctiveness

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

Response:

In every Institution there is a different thing by which a particular Institution is known. Vishnu Charan Gupta Govt. College is quite different from other nearby Institutions due to its uniqueness. This Uniqueness is about the *Awareness of Computers and Internet Facility* which is available in the Institution. Each teacher is aware of the knowledge of the computers and Internet. The teachers do every work through the computer systems from the admissions to other office related works. In the office also each work is done through computers. As- DFC Registers both Govt. and Non-Govt., Janbhagidari, AF etc. are maintained by the computers and kept soft copies of these Registers. Some teachers teach their prescribed lessons through their PPTs on the projectors, and with help of E-sources in the ICT room.

Apart from this, all the office bearers are aware of the computers. The detail entry of the books in the Accession Register of the library has been done by the class IV staff who is only 8th pass. Sometimes, the Institution arranges the Awareness program for all teaching & non teaching staff in which updated knowledge related to the computers and Internet facility are given by one of our teacher. A one month programme for computer training in Excel & Word was organized by the department of commerce of the institution in which ten students were trained. It is to be specially mentioned that the institution has neither computer department nor computer teacher. Even then the institution has successfully trained teachers, students and staff of the college along with data digitalization. He has maintained all the computer works of the Institution. He has designed and kept the Soft Copies of the Results and Mark-sheets of the students since 2014. Such works have not been done yet by other nearby Institutions. All the books of the Library have been fed on the computers. We need the SOUL software for the Library in the near future.

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| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Although the institution has neither computer department nor computer teacher, even then our faculty member teaches and give training to interested student and staff members so that they are acquainted with MS-Word-Excel. This has helped the institution a lot in digitilization of the office data & students data.

Concluding Remarks :

Established in the year 2014 with only 174 students, this institution is a new one having completed 7 years of journey in a school building having very limited facilities for all stakeholders. We have shifted in our own building only 5 months ago in September 2022.

In spite of all deficulties the institution has progressed a lot. Our strength has increased to 625 students. More than 300 students of our institution are studying/Completed in higher education in PG classes. Many students have represented this institution in sports and other activities up to state level. Many students have secured their position in University merit list. One student of this institute was gold medalist.

Faculty members of this institution are qualified, dedicated to their duties and hard working.

This college is located in rural area and has great potential to progress in future as the students are very obidient and the society is very co-operative in all respect.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|----|---------|---------|---------|---------|---------|-----|-----|-----|----|----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 274 Answer after DVV Verification: 273</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>121</td> <td>119</td> <td>119</td> <td>103</td> <td>77</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>102</td> <td>109</td> <td>102</td> <td>88</td> <td>77</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>126</td> <td>126</td> <td>126</td> <td>108</td> <td>108</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>138</td> <td>138</td> <td>117</td> <td>117</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 121 | 119 | 119 | 103 | 77 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 102 | 109 | 102 | 88 | 77 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 126 | 126 | 126 | 108 | 108 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 138 | 138 | 138 | 117 | 117 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 121 | 119 | 119 | 103 | 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 102 | 109 | 102 | 88 | 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 126 | 126 | 126 | 108 | 108 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 138 | 138 | 138 | 117 | 117 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

count)

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 8 | 8 | 8 | 8 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 8 | 7 | 7 | 7 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 02 | 05 | 00 | 00 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 00 | 00 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.5.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification :

Answer After DVV Verification :3

Remark : As per SOP MOUs under which activities are conducted should be considered, DVV input is recommended accordingly.

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**

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

Answer before DVV Verification : 7

Answer after DVV Verification: 03

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 80 | 132 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 149 | 83 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 86 | 62 | 73 | 30 | 3 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 79 | 53 | 68 | 29 | 3 |

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 208 | 161 | 142 | 139 | 152 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 208 | 161 | 142 | 139 | 152 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 2 | 5 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|----|----|----|
| 3 | 0 | 21 | 23 | 20 |
|---|---|----|----|----|

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 19 | 23 | 15 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 3 | 4 | 0 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 4 | 0 | 2 |

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 6 | 3 | 5 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 6 | 3 | 5 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2 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)/ membership of international networks**

3. Participation in NIRF**4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 16 Answer after DVV Verification : 20</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>08</td> <td>07</td> <td>07</td> <td>07</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 10 | 10 | 10 | 10 | 10 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 10 | 08 | 07 | 07 | 07 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 10 | 10 | 10 | 10 | 10 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 10 | 08 | 07 | 07 | 07 | | | | | | | | | | | | | | | | | |