SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT NAVEEN COLLEGE BORI

GOVT. NAVEEN COLLEGE BORI, TEHSIL BORI, DISTRICT DURG
491001
www.govtcollegebori.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

Establishment of a new Government College in Bori, erstwhile a Gram Panchayat and only recently upgraded to a Tehsil (2020) was a result of a long standing demand of the people of this area. Keeping in view the public sentiments and the interest of the students graduating from more than 10 neighboring schools in and around Bori, this college was established in 2012. In the absence of any institution of higher education, students had to traverse great distances to pursue their Education. The nearest college would be anywhere between 30 to 40 km from this belt, the district headquarter Durg being roughly 36 km away. This would usually result in students, especially girls students getting deprived of higher education, as most families could ill afford the additional financial burden in enrolling their wards in HEI's. Thus the establishment of an institution of higher education here marked the beginning of a new chapter for the people of this area, and hopefully the benefits of Higher Education would be felt very soon by all the stakeholders and especially those villagers who voluntarily donated more than 25 acres of prime land to see their dreams come true. Our institution actually caters to the educational needs of the youth of more than dozen villages around this area.

The approval of the government to start PG Courses, M.Com from 2017-18 and MA Sociology from the Session 2018-19 was also a result of the active participation of various stakeholders. From the very first year of its coming into existence, this institution made a mark for itself by its commitment to provide Quality Education to the students of this area. Students here are mostly from economically weaker section of society, coming from an agrarian and background with little opportunities to explore the avenues open before them. Therefore along with regular curriculum our institution takes care in the overall development of the student's personality, through his participation in various co-curricular activities. The Institution also prides itself in inculcating a strong sence of discipline and creating a congenial academic atmosphere for them. Apart from studies the Institution provides practical facilities to the students even within its meagre resources. In order to develop employability and communication skills in students the institution conducts seminars, workshops, Educational tours and computer training regularly. With all these efforts our Institution is trying to contribute its own in the field of higher education for the students of this region.

Vision

To provide quality education to the students of this rural belt and to develop in them such skills that would bring about significant improvement in the quality of life of the people of this area.

Mission

1 Training students so that they can identify their potentials.

2 Nurturing a sense of duty and responsibility towards self and society.

3 Creating an atmosphere of intellectual freedom so that they remain free from prejudices or bias.

4 Empowering students with knowledge so that they may relate their learning to the larger world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- 90% of the faculty hold MPhil/PhD degree
- The college faculty publishes internationally acclaimed research papers
- Faculties engage in faculty exchange programmes
- Faculties participate in National/International Conferences/ Seminars/ Workshops

- Inclusive and gender-sensitive campus
- Scholarships to SC/ ST/ OBC and economically weaker students
- Campus area of more than 25 acres

Institutional Weakness

Institutional Weakness

- No PG courses in science
- No hostel facility for students
- Funding for organising academic programmes like seminars and conferences is often difficult to procure.
- Lack of public transport facilities to approach college
- Owing to the peripheral location of the college (off the main University campus) and due to lack of professional programmes, few organisations participate in the process of student placement.
- Continuing engagement and commitment to college welfare among the alumni is not yet strong. The Alumni Relations Cell (ARC), despite its enduring hard-work, finds it challenging to form an extensive alumni base and draw support from them in matters related to student progression, financial support, and career prospects (for present students).

Institutional Opportunity

Institutional Opportunity

- The COVID-19 pandemic has given an opportunity to re-invent modes and methods of teaching. Students and teachers alike have innovated and adapted to new modes of engagement by training in online platforms like Google Meet .
- During COVID times, several webinars and online competitions were conducted by the institution in collaboration with other college to provide a wide platform for interaction of students with the students of other colleges and also to keep them active during this pandemic.

Institutional Challenge

- As many students come from humble backgrounds, great efforts are required on the part of the teachers to make these students at par with their urban counterparts and to nurture them to aspire for higher goals.
- It is extremely challenging to establish collaborative programmes with institutions at national and international level.
- A strong research interest needs to be promoted among students even as the balance between curricular and extracurricular demands is maintained.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Govt. Naveen College Bori is affiliated to Hemchand Yadav University Durg. Therefore, the curriculum and duration of all programmes running in the institution are based on the university guidelines. Institution makes its own academic calendar on the basis of academic calendar provided by the Higher Education Department of Chhattisgarh Government. On the basis of this academic calendar, departments prepare time table, internal exam schedule, assignments, project work and plan extracurricular and co-curricular activities. The college functions as per this calendar under the supervision of Principal and IQAC.

Cross cutting issues like gender equality, Environmental Awareness, **human rights,** Professional Ethics, Moral and ethical values have a wide space in curriculum which creates a positive, healthy and open environment for the students in the college campus. The college working committees like Gender Equity Cell, Women Harassment Cell, NSS, Red cross, Youth Red Ribbon, Grievance Redressal cell ensures safe and secure environment and equal opportunity for all the students in the college campus. Practical knowledge of the students is enhanced by involving them in projects and field work.

Views of students on curriculum is gathered through feedback mechanism, so that the changes required for the betterment of curriculum can be conveyed to the university. Feedback on curriculum is also taken from the teachers and alumni to make necessary changes in curriculum to fulfil the gaps in student's progression and overall development of the college.

Teaching-learning and Evaluation

Institution follows the admission guidelines and reservation policy of the state government and prepares merit list as per these guidelines and displays it on college notice board and website. After careful verification of documents by admission committee, only the eligible students get admission in the college.

After admission, students are classified as advanced and slow learners by the faculties on the basis of their previous exam results and their performance in class rooms and internal evaluations. Remedial classes, personal counselling and study materials are provided to slow learners whereas guidance is provided to the advanced learners through special coaching, seminars and workshops.

Faculties use student centric methods for teaching and learning. Laboratory work in practical subjects, projects, field trips, seminars, group discussion, model exhibition, poster making, peer teaching, guest lectures are useful tools used by teachers to fill the gap between theoretical and practical knowledge. NSS, Red cross, Red Ribbon activities are useful to develop a sense of moral and social responsibilities in students. Mentor – mentee system helps students to address their academic and non-academic problems.

Internal assessment is one of the parameters for evaluation of the success of teaching – learning process. Therefore, college acquires a completely transparent mechanism of internal assessment. Internal evaluation is done through unit test, terminal exam and pre final/ model exams every year. The programme outcome and the course outcome are also evaluated through the analysis of the results of internal examination as well as annual/ end semester examinations.

Research, Innovations and Extension

This institution was established in this rural belt in 2012 with UG courses in Arts, Commerce and Science. PG course in commerece started from the session 2017-18 and was followed by M.A. Sociology which started from the session 2018-19. Although the institution is in its developing stage, it has taken all possible measures to create an ecosystem for innovations , creations and transfer of knowledge.

The institution has created an ecosystem for research and innovation by providing Human Resources, alloting project work to the students, conducting model exhibition**,** organizing workshops and training programmes for preparation of different competitive exams for placement as well as enterpreunership.

Faculty members are also involved in research which is reflected in their publications in reputed journals. Institution has made a noteworthy contribution in extension activities in the neighbouring community to make students aware about social and environmental issues. Our institution is situated in a rural area, where the people are not much aware about health, hygiene, technology, banking and their legal rights. College NSS, Red cross and Youth Red Ribbon unit has made special efforts to understand their problems and to help them as much as possible.

Infrastructure and Learning Resources

The college has adequate infrastructure and physical facilities to presently meet the need of students. Sufficient number of classrooms, laboratory, auditorium, girls common room, Separate toilets for boys and girls are available. In addition to this the college has adequate facilities for cultural activities, sports, games (indoor, outdoor) and yoga. Every year college organizes annual sports day in which large number of students participate in various events.

College library has sufficient number of books for UG and PG students. Although the college is located in a rural belt, its IT facilities are being enhanced gradually.

College has a proper mechanism for maintaining and utilizing physical, academic and support facilities. College maintenance committee headed by Principal takes proper care of college building, library, playground, computers and class rooms.

Student Support and Progression

In the beginning of each session college uploads its prospectus on website for students which provides guideline about admission procedure and acdemic and physical facilities of the institution. Once admitted in college, students are supported by providing various facilities in the form of curricular and extra curricular activities such as sports, yoga, cultural activities, NSS, Red cross, Youth Red Ribbon. On the other hand, deserving students are also supported with State government and Central government scholarships schemes. Students of SC and ST category are also provided with books and stationery.

Student's representation in administration is ensured by engaging them in various committees. These committees are responsible for smooth conduction of co-curricular and extracurricular activities. Student help desk provides assistance to students in solving issues related to admission, scholarship, examination or any other acdemic issue of the students. In order to create an environment of discipline, safety and equality among students in campus, the anti ragging cell, discipline committee and internal Complaint cell works actively in the institution.

Governance, Leadership and Management

Institution has a clear mission, vision and objective to enhance the abilities of the students of this rural area. Our institution is run by the State government. Policies are made by Department of Higher Education, Chhattisgarh. College is affiliated to Hemchand Yadav University. Therefore, it follows the syllabus and examination pattern of Hemchand Yadav University. Implementation of Govt. policies and academic procedures of University, are done in a systematic manner by Principal with the help of IQAC. IQAC makes action plans for academic and extracurricular activities in coordination with college working committees and departments. The college Committees implement these action plans with the help of students. Principal monitors the work progress of departments and college working committees by conducting regular meetings. Regular feedback is taken from students and teaching and non-teaching staff. The institution pays due cognizance to feedback to facilitate further improvement.

Institutional Values and Best Practices

The Institution takes pride in celebrating the intrinsic value system that most students here exhibit. Their sincerity, diligence, honesty, simplicity, respect for teachers and elders, and collaborative work culture is almost exemplary. It often appears that this vibrant, beautiful and energetic segment of the rural population is veritably untainted by the changing value system of the outside world. Changes that are so glaring in the more urbanized society in our country are discernibly absent here. Yet to preserve what is their own culture, the institution takes pride in organizing different cultural events that celebrate the Chhattisgarhi culture. Students also participate in various activities and programs that instill human values and professional ethics among them. Conservation of electricity, sustainable development, gender equity, environmental and social issues figure prominently in student's debates, group discussions and essays.

        The Two Best practices are aimed principally at creating a parity amongst students of this rural belt with their urban counter parts so that they may not be left out from the increasing competition in the job market. The first best practice focusses on bridging the urban rural gap by facilitating better communication skills in English. The apprehension or anxiety that rural students experience in communicating in English is well known. This best practice under the able guidance under the ELT Experts aims at reducing this fear among students by giving them greater exposure to the spoken language through workshops and by sharing relevant e resources. The Institution has already a pool of student trainers who act as facilitators for students.

        The Second best practices has been termed as "Shiksha Daan Yojana" for developing employability skills among students , this best practice is also carried through various workshops which aim at enhancing the employability skills of students .

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT NAVEEN COLLEGE BORI
Address	GOVT. NAVEEN COLLEGE BORI, TEHSIL BORI, DISTRICT DURG
City	DURG
State	Chhattisgarh
Pin	491001
Website	www.govtcollegebori.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Anand Kumar Vishwakarma	07821-252010	9826772191	07821-252010	govtcollegebori@gmail.com
IQAC / CIQA coordinator	Tapas Mukherjee	0788-4218688	9893195885	0788-4013728	tapasmukherjee6@gmail.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 minroity institution	No

Establishment Details	
Date of establishment of the college	05-07-2012

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Chhattisgarh	Hemchand Yadav University Durg	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	22-06-2016	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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	GOVT. NAVEEN COLLEGE BORI, TEHSIL BORI, DISTRICT DURG	Rural	26.5	1092.54

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	English,Hindi	120	120
UG	BSc,Science	36	Higher Secondary	English,Hindi	60	58
UG	BSc,Science	36	Higher secondary	English,Hindi	60	20
UG	BCom,Commerce	36	Higher Secondary	English,Hindi	100	76
PG	MA,Arts	24	Graduate	English,Hindi	30	30
PG	MCom,Commerce	24	Graduate	English,Hindi	30	27

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				0				12
Recruited	0	0	0	0	0	0	0	0	4	6	0	10
Yet to Recruit				2				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				7
Recruited	2	1	0	3
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	39	0	0	0	39
	Female	53	0	0	0	53
	Others	0	0	0	0	0
UG	Male	269	0	0	0	269
	Female	355	0	0	0	355
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	15	20	15	20
	Female	15	29	27	37
	Others	0	0	0	0
ST	Male	2	5	5	5
	Female	6	6	5	6
	Others	0	0	0	0
OBC	Male	167	176	211	256
	Female	209	270	297	315
	Others	0	0	0	0
General	Male	5	7	10	11
	Female	8	6	7	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	2	3	1
	Others	0	0	0	0
Total		428	521	580	671

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
148	148	138	112	96

File Description	Document
Institutional data prescribed format	[View Document]

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	5	4

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
671	580	521	410	305

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
231	231	231	214	197

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
231	151	94	55	45

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	14	13	13	12

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	14	13	12

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 11

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.41	0.28	0.17	0.25	0.81

4.3

Number of Computers

Response: 2

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Response:

Curricular aspects of College are governed by guidelines of Hemchand Yadav University Durg. For the effective implementation of the university guidelines, college has effective management process which comprises of various college working committees.

Academic plan for college is prepared as per the guidelines of the Office of the Commissioner, Directorate of Higher Education, Govt. of Chhattisgarh and uploaded on college website and displayed on notice board for students.

The college working committee with departments prepare a line of framework for implementation of curriculum in college. Staff council in conjunction with time table committee prepares time table for each faculty which includes separate space for theory and practical/ field work as per the requirement of subject. Syllabus for each class is uploaded on website and copy of same is available in library for students.

For effective teaching and learning departments prepare assignments, study material, presentations for each class as per prescribed syllabus. Along with this departmental quiz, group discussion, seminars, guest lectures, project work, field trips/ educational tours are also conducted in a well-planned manner for effective delivery of curriculum

Evaluation is done through unit test, terminal test, model test as prescribed in academic calendar for continuous monitoring of progress of student. Viva-voce of practicals and project work is also included in practical subjects. On the basis of these evaluations, remedial classes for slow learners , special coaching for advance learners and doubt classes for students is conducted in every department which helps them to cope up with the curriculum.

Supportive infrastructure of the college helps to attain the needs of curriculum. Well-equipped laboratories, library, class rooms, seminar hall provides assistance in effective curriculum delivery.

Mentor - mentee system helps the student to share and resolve their problems regarding teaching, learning and evaluation process which further helps the smooth conduct of curriculum in college. Feedback mechanism for curriculum improves student confidence, awareness and interest for learning. Feedback analysis of a session works as a tool for improvement and transition of reforms for next session.

File Description	Document
Link for Additional information	View Document

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

Response:

Response:
Academic calendar is the annual layout of all the curricular and extracurricular activities of the institution. The institute adheres to the academic calendar as per the guidelines of the Office of the Commissioner, Directorate of Higher Education, Govt. of Chhattisgarh.

Academic calendar is prepared by Internal Quality Assurance Cell in collaboration with the head of the departments and uploaded on college website. The college academic calendar includes tentative dates of various activities to be conducted, internal evaluation schedule including unit test, terminal test and model test and external evaluation schedule including practical and annual exam. Departments prepare time table according to the academic calendar and give proper information to students about the evaluation scheme and schedule, pattern of question paper and marking scheme. All the faculty members prepare assignment question and question paper of unit test, terminal test and model exam in advance as per the test schedule mentioned in academic calendar. Departments also evaluate student's performance through quiz, group discussion, seminars and project work.

Test schedules as well as the results of tests are displayed on notice board for

the students and their grievances are resolved by examination committee. After evaluation of performance of students in tests, remedial classes for weak learners and doubt classes are conducted to clear the doubts of students.

The process of continuous evaluation is regularly monitored by Principal, staff council and IQAC. IQAC collects all the inputs from the departments regarding evaluation process and takes necessary measures for improving student's performance through continuous internal evaluation.

File Description	Document
Link for Additional information	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document]()

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 50

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

Response: 03

File Description	Document
Institutional data in prescribed format	[View Document]()
Link for Additional information	[View Document]()

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

Response: 0

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

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

File Description	Document
List of Add on /Certificate programs	[View Document]()

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

Response: 0

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

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

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	

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:

Response:

The cross cutting issues like gender equality, Environmental Awareness, **human rights,** Professional Ethics, Moral and ethical values have a wide space in curriculum which creates a positive, healthy and open environment for students in college campus.

Gender Equality:

Institute provides equal opportunity for women and girl students in each and every activity. It is a proud fact for the institution that the number of female is always more than male in staff as well as in student enrolment in last five years. The college is situated in rural area which is continuously developing in social and economic aspect. In such environment institution provides a platform for girls to express themselves. College Women development cell and Anti ragging cell are always active to ensure the equality in college campus. These cells conduct meetings and programmes to make aware the girls about their rights and social issues. These cells

make special effort to resolve the problems for making a better environment for the women.

Environmental Awareness:

Environment awareness is a part of syllabus of first year students. Plantation programmes have been carried out particularly on the eve of Independence day and Republic day. NSS students participate actively in plantation and cleanliness programs. Teachers and students are dedicated towards cleanliness and sanitation of college campus and are aware about their responsibilities about environment.

Human rights:

College NSS unit is continuously active to make aware the students about their human rights though seminars, workshops and by organising camp.

Professional ethics:-

Professional ethics is taught to students as part of their holistic development. Importance for group work

and leadership skills is also taught.

Moral and ethical values:

Moral and ethical values are important part of education. Institution takes proper care to develop moral values in students through curricular and extracurricular activities. We celebrate Independence day, Republic day, Gandhi Jayanti, Teacher`s day, Voters Awareness Day, International Yoga Day to develop sense of responsibility in student towards society.

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

Response: 4.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	6

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)

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

Response: 8.94

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

Response: 60

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the*

following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	[View Document](#)

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

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 64.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
270	224	303	249	187

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

2020-21	2019-20	2018-19	2017-18	2016-17
400	400	400	370	340

File Description	Document
Institutional data in prescribed format	[View Document]()

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

Response: 34.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
87	73	89	72	60

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]()

2.2 Catering to Student Diversity

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

Response:

Response:

Institution has a certain mechanism to assess the learning level of student. This assessment is based on their result in previous examination as well as their performance in class and internal examination. On the basis of these criteria, students are classified as advance and slow learners.

Schemes for slow learners

Remedial classes - Remedial classes are conducted by departments for slow learners and for the students having less attendance in classroom due to their involvement in NSS, Red cross, sports or any other activity. These classes help them to understand the subject.

Personal counseling - Subject teachers also conduct personal counseling to the students having any difficulty regarding academics.

Study materials – Notes, course materials and books are also provided to slow learners by departments.

Group discussion - Group discussion among students is also encouraged to improve their subject knowledge.

Evaluation - Progress of slow learner is continuously evaluated through internal examination such as unit test, terminal exam and model exam.

Schemes for advance learners

Special coaching – Student securing good marks in annual as well as internal examination are provided special coaching by departments.

Guidance for higher education and competitive exams – Subject teachers conduct counseling session for advance learners to guide them for further studies and also help in preparing them for competitive exams.

Seminar – Students are encouraged to participate in classroom seminars and to make presentation of topics of their interest.

Extracurricular activities – Advance learners are always motivated to participate in quiz, group discussion, debate, exhibition and cultural activities.

Study materials – Subject teachers provide reference books to advance learner to enhance their knowledge in particular topic.

File Description	Document
Past link for additional Information	[View Document](#)

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

Response: 74.56

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Response:

Student is the epicenter of entire teaching – learning process. This process is built up to identify the capability of the student, to fulfill his need and to encourage him to pursue his own interest. The institution takes care of this fact and ensures practice of student centric methods in teaching – learning process. The methods adopted for this are listed below:

Experiential Learning

The syllabus prescribed by University has provided opportunity to the students to get knowledge through practical experience in terms of practical for science students, field work for Geography students and project work for students of Commerce and Sociology. Class room seminars are also a part of teaching learning process which provides a platform to a student to explore a topic of his own interest and share his/ her point of view with others.

Participative Learning

To increase the involvement of students in teaching – learning process, participative learning methods are used such as group discussion, quiz, assignment, project etc. Science students are encouraged to participate in poster making and model preparation. Students are also motivated to participate in activities conducted by committees formed under student union, cultural programs, sports, NSS and Red cross. Participation of students in these activities act as bridge between their theoretical knowledge and in hand practical experience and helps them in development of their overall personality.

Problem solving methodologies

Case study method is used by the Commerce and Sociology department for students to enhance their skill of critical thinking and communication. Tutorial classes are taken by the departments through which

teachers try to solve individual academic problems of the students. Departments also conduct Guest Lectures on subject related topics, so that students get an extensive illustration of the topic which helps them to increase their knowledge and interest in the subject.

Learning through Extension activities

In addition to curricular activities, students also participate in extension activities such as Swachh Bharat Abhiyan, Voter awareness programmes, plantation programme, cleanliness drive in villages adopted by NSS, Yoga diwas celebration, health camps etc which make them aware about their responsibilities towards society and humanity.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

Response:

Information and communication based teaching has given a new dimension to the teaching learning process. Teachers of our institution constantly promote use of ICT enabled tools in teaching.

- Subject related study material is prepared by the faculties and are circulated among students.
- Question bank is provided to the students.
- Teachers prepare power point presentation on subject related topics to convey the subject matter to the students in an effective manner.
- Teachers prepare video lectures and upload them on website for the convenience of students.
- Class wise what's app group is created for circulation of study materials and exchange of academic information.
- Collection of e books is available in library for students.
- Teachers use platforms like google meet for online classes.
- Google forms are used to conduct online tests and quiz.
- Webinars are conducted by departments on subject related issues for better understanding of students.
- The general ICT tools used by faculties are desktops, laptops, cell phones, pen drive, microphones, printer, photocopier, DVDs and CDs.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<u>View Document</u>

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

Response: 47.93

2.3.3.1 Number of mentors

Response: 14

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

2.4 Teacher Profile and Quality

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

Response: 91.43

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<u>View Document</u>
List of the faculty members authenticated by the Head of HEI	<u>View Document</u>

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

Response: 58.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	8	7	7	6

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

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

Response: 6

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

Response: 54

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Response:

The success of the teaching learning process can be fairly adjudged by the continuous evaluation of internal exams which assesses those portions covered prior to their conduct in the classes. Our college has a transparent mechanism of internal assessment.

- College is affiliated to Hemchand Yaadav University Durg. Rules and regulation for internal assessment is decided by University and communicated to the students by providing copy of syllabus of a particular programme.
- Schedule for internal assessment is given in University academic calendar, on the basis of which the college prepares the time table for internal assessment which is displayed on college notice board and college website.
- The internal evaluation process is explained to the students in detail by the faculty at the beginning of the session.
- Unit test, terminal test and model exam is conducted to cover the complete syllabus.
- Pattern of question paper remain same as it happens in final University exam, so that students become familiar with it.

- Information about question paper pattern and way of writing of answers is discussed in class by faculties.
- Any change in paper pattern or evaluation process is informed to the student in time through notice board as well as by class room briefing.
- Evaluation report is displayed to students by respective departments.
- Performance of the student is discussed by the teacher in class room.
- Grievance of students if any is solved by the subject faculty.
- Internal examination committee keeps minute observation on the entire assessment process.
- Staff meeting is conducted by Principal to review the internal assessment process.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

Response:

Examination related grievances of students is addressed by a senior faculty member who is assisted by three other members. Student's grievances regarding internal assessment process is dealt through a well-planned mechanism.

- College is affiliated to Hemchand Yadav University Durg and strictly follows the guidelines of the university for examination process.
- As per University academic calendar, four unit tests, two terminal exams and one pre final/ model exam are scheduled in each programme.

Entire evaluation process is communicated to the students through college notice board and class room briefing

- Time table for internal assessment is displayed on notice board and also communicated to the student in class room by faculties.
- After examination, result is displayed by departments by the respective departments.
- After evaluation, answer sheets are given back to the students, so that they can verify their performance and corresponding awards.
- If the student has any doubt in any question or wants any kind of clarification about marking scheme, subject teacher provides proper explanation to his queries.
- Any grievances of students related to the University examination is addressed by Student Help desk of the college and forwarded to University for further action.

- Marks of pre final examination and practical examination are uploaded on University portal and hard copy of mark list and student's attendance sheet is submitted to the University for preparation of student annual result.

File Description	Document
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

Response:

Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institution is affiliated to Hemchand Yadav University Durg and follows the curriculum designed by the university for all programmes. The teachers of the institution define the programme outcome of each programme offered by the institution and also specify the course outcome of their respective subjects.

Mechanism of communication

Institution follows the following mechanism to communicate learning outcomes to the teachers and students:

- Learning outcomes is communicated to teachers in IQAC and Staff meetings.
- At the beginning of every session, students are made aware about the outcomes of their programme by Principal and faculty members.
- Subject teachers introduce course outcome to the students in class at the beginning of every session.
- Web link for syllabus prescribed by the University for different programmes is made available on college website.
- Hard copy of syllabus is available in college library.
- Programme outcomes and course outcomes are uploaded on college website.

File Description	Document
Past link for Additional information	[View Document](#)

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

Response:

Response:

Evaluation of programme and course outcome by the institution

Institution adopts following two way mechanism for evaluation of POs and COs:

1. **Internal assessment of learning outcomes**

Continuous internal evaluation is done by every department as per the guideline provided by the university. This kind of evaluation is done through

1. **Internal examination**: Every department conducts unit test, terminal exam and model exam as per university academic calender. Result analysis of these examinations help every department to evaluate the attainment of course outcomes and programme outcomes.
2. **Field work and projects**: Department of Botany, Zoology, Geography, Commerce and Sociology conduct field and project work. This helps students to enhance their theoritical knowledge through practical experience.
3. **Other methods**: In addition to the above methods, departments also evaluate the attainment of learning outcomes by conducting group discussion, quiz, seminars, peer teaching, communication skill development workshops etc.

1. **Annual/ end semester assessment of learning outcomes**

2. The programmes like B.A., B.Com. and B.Sc. are annual programmes and M.Com. and M.A. are semester programmes as per the university directives. Written exam is conducted by university at the end of each session for annual courses and at the end of each semester for semester courses. The acdemic performance of individual student is reflective of their learning outcomes.

   In this way, combination of internal assessment and annual and end semester examination helps the institution to evaluate the attainment of programme and course outcomes.

File Description	Document
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 93.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
231	147	94	54	45

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

2020-21	2019-20	2018-19	2017-18	2016-17
231	147	96	63	54

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.18

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of endowments / projects with details of grants	[View Document](#)

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

Response: 77.78

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

Response: 7

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 0

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

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

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	11	11	11

File Description	Document
Supporting document from Funding Agency	[View Document]()
List of research projects and funding details	[View Document]()
Paste link to funding agency website	[View Document]()

3.2 Innovation Ecosystem

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

Response:

Response:

Our institution was established in this rural area in 2012 with UG courses in Arts, Commerce and Science. First PG in Commerce was started from the session 2017-18 and was followed by M.A. Sociology which started from the session 2018-19. Although the institution is in its developing stage, it took all possible measures to create an ecosystem for innovations , creations and transfer of knowledge.

The institution has created an ecosystem for research and innovation in following steps:

By providing Human Resources

Institution has experienced and dynamic faculties with highest qualification as PhD, M Phil NET and SET. The performance based apprisal system encourages faculties to strengthen their teaching research capabilities. Institution encourages faculty members to participate in conferences, seminars, workshops by granting leave to them. The institution also motivates teaching and non teaching members to enhance their qualification through online and part time programmes. The institute also promotes publication in UGC recognised journals. In this way institution motivates the faculty members to create an environment for generation and mobilization of innovative ideas.

By alloting project work to the students

In order to develop research apptitude among the students, department of Geography, Zoology, Botany, Sociology and Commerce allots project work to the students. They allot a specific topic to them and students find facts related to the topic and prepare a report on it. This report is evaluated

by the faculty members and appropriate guidance is given to them for improvement.

By model exhibition

Faculty members of science motivate students to make static and working model through which they can exhibit their innovative thoughts in a practical manner. These models are then exhibited on science day celebration.

By Shiksha Dan Yojana

In Shiksha Dan Yojana, institution organizes workshops and training programmes for students for different competitive exams. Developing entrepreneureal skills is also one of the objectives of this yojana. Through this yojana students are getting trained in agriculture as well as dairy field which are the two main source of this rural area.

File Description	Document
Paste link for additional information	[View Document]()

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	01	00	00

File Description	Document
List of workshops/seminars during last 5 years	[View Document]()

3.3 Research Publications and Awards

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

Response: 2

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

Response: 4

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

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

Response: 1.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	03	03	03

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	0	0	01

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

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:

Response:

Institution has made a noteworthy contribution in extension activities in the neighborhood to make students aware about social and environmental issues. College NSS, Red cross and Youth Red Ribbon units have made special efforts in involving students in community development programmes. Institution is situated in rural area, where there is a general ignorance about health, hygiene, technology, banking and legal rights.Each year college NSS unit adopts a village and organizes a seven-day camp there. During this period NSS students interact with the villagers and try to understand their problems.They organize health checkup camps for them. They also organize Vidhik Sakshharta Karykram to acquaint them of their legal rights. They conduct cultural activities through which students convey their social messages to villagers in an effective way.

In addition to this college NSS volunteers actively participate in Swachh Bharat Abhiyan by making posters, banners and by conducting Nukkad Natak to raise the awareness of the community towards health, hygiene and sanitation. They also conduct rallies for Voter awareness to make the people aware about their voting rights, process of polling and the use of VVPAT machine.NSS volunteers also conduct door to door survey to add the names of adult people in the electoral rolls. NSS volunteers conduct Digital week per year to make people aware about the digital transactions, safety measures required for it to safeguard themselves from cyber frauds. NSS volunteers also conduct Tree plantation programme to keep our environment healthy.

College Red cross unit conducts health checkup camps and Krimi dawa vitran programe and also acquaints students and nearby community about their health, hygiene and sanitation.

The Youth Red Ribbon unit makes the community and students aware about HIV – its cause, effect and the preventive measures that should be taken by their team of volunteers.

File Description	Document
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/

government recognised bodies during the last five years

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

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

Response: 35

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	7	11	4

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)

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

Response: 45.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
172	273	361	205	107

File Description	Document
Report of the event	[View Document]
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document]

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	01

File Description	Document
e-copies of related Document	[View Document]
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document]

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

Response: 0

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

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Response:

The college has adequate infrastructure and physical facilities as per the need of students to provide good environment for teaching learning process. College has following facilities

• Description	• Quantity
• Class room	• 10
• Laboratory	• 04
• Auditorium	• 01
• Library	• 01
• NSS room	• 01
• IQAC cell	• 01
• Girls common room	• 01
• Staff room	• 01
• Exam control room	• 01
• Principal Room	• 01
• Office	• 01
• Store room	• 01
• Separate toilets for boys and girls	• 02 for each
• Toilets for Principal & staff	• 04

Other facilities

• S.No.	• Particulars	• Quantity
• 1	• Computers	• 05
• 2	• Printers/ scanner	• 04
• 3	• Photocopy machine	• 01
• 4	• Router	• 01
• 5	• RO system for clean drinking water	• 02

• 6	• First aid facility	• 02

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Response:

Institution has following facilities for cultural activities, sports and yoga:

There is a playground at the back side of college. Outdoor game such as cricket,atheletics, football etc is practiced there.

Every year college organizes annual sports day in which large number of students participate in various events and winner students are awarded accordingly.

For cultural activities, college has an auditorium of approximate area 1200 sq. ft. Youth festival, science day celebration, workshops and seminars are conducted there.

Yoga classes are also conducted in the college. Every year college celebrates Yoga day on 21 June.

Online Yoga classes have also been conducted during COVID 19 pandemic to make students aware about their health and immunity.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

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

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

Response: 0

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

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

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

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

Response:

○

Data Requirement for last five years: Upload a description of library with,

- Name of ILMS software - Nil
- Nature of automation (fully or partially) - Nil
- Version - Nil

- Year of Automation - Nil

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

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

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

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

Response: 1.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.51000	1.5975	1.90759	1.78428	0

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)

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

Response: 0.44

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

Response: 3

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Response:

College has a router which is recharged every year.

Year wise up gradation of IT Facilities

• Session	• Student strength	• IT facility	
•	•	• **Particular**	• **Quantity**
• **2016-17**	• 305	• Computer	• 03
		• Printer	• 02
		• Router	• Nil
• **2017-18**	• 428	• Computer	• 03
		• Printer	• 02
		• Router	• Nil
• **2018-19**	• 521	• Computer	• 03
		• Printer	• 02
		• Router	• 01
• **2019-20**	• 580	• Computer	• 03
		• Printer	• 02
		• Router	• 01
• **2020-21**	• 671	• Computer	• 05
		• Printer	• 02
		• Printer + Scanner	• 02
		• Router	• 01

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

4.3.2 Student - Computer ratio (Data for the latest completed academic year)	
Response: 335.5	
4.3.3 Bandwidth of internet connection in the Institution	
Response: E. < 05 MBPS	

File Description	Document
Upload any additional Information	
Details of available bandwidth of internet connection in the Institution	

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)
Response: 813.9
4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.41	1.43	3.58	2.91	1.53

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.
Response:
Response:
College has a proper mechanism for maintaining and utilizing physical, academic and support facilities.

College maintenance committee headed by Principal take proper care of college building, library, playground, computers and class rooms.

Maintenance of college campus is done under the supervision of Principal and members of Maintenance committee, description of which is as follows:

Campus Maintenance - Non - teaching staff is employed to maintain hygiene and cleanliness in the campus. Classrooms, Staffrooms, Auditorium, Library and Laboratories, etc are cleaned and maintained regularly by support staff. Wash rooms and girls' common room are well maintained. Dustbins are placed in every floor for the convenience of students and to prevent littering.

Mechanical and Electrical Maintenance - This committee look after the maintenance and repairing work of electrical appliances, laboratory instruments, RO system etc.

Civil Maintenance – This committee take care of water and sewage, building, carpentry, masonry and plaster works, painting, plumbing requirement of college campus. It coordinates with PWD department and local authorities for necessary actions.

IT Infra Maintenance – Computers, printers, photocopier, scanners, troubleshooting of hardware, upgradation of software are done with the help of local firm at Bori whereas college website is maintained and upgraded by a firm in Durg.

Library Maintenance – Professor in charge for library has been assigned the responsibility for maintenance of library. Non-teaching staff help the students for searching and lending of the books in the library and organize the books in order.

• S.No.	• Name of staff	• Designation	• Responsibility
• 1	• Dr. Anand Ku Vishwakarma	• Principal	• Chairman
• 2	• Dr. Tapas Mukherjee	• HoD English	• Campus Coordinator
• 3	• Dr. Meena Chakraborty	• HoD Chemistry	• IT Infra Coordinator
• 4	• Dr. Samir Jaiswal	• Asst. Prof.	• Mechanical and Electrical

			Maintenance Coordinator
• 5	• Dr. A. N.Sharma	• HoD Sociology	• Civil Maintenance Coordinator
• 6	• Dr. Hansraj Thakur	• HoD Economics	• Library Coordinator

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 78.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
541	450	379	336	243

File Description	Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

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

Response: 0

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

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

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

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

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

Response: B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 0.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	08	04	00

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 3.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	08	04	00

File Description	Document
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 55.84

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 129

File Description	Document
Details of student progression to higher education (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

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

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

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

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)

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

Response:

Response:

Students have active representation in various committees. After the formation of student council, different committees are formed for smooth conduct of administrative, co-curricular and extracurricular activities. Each committee comprise of Convener, Coconvener and five Nominated Members. Details of these committees are as follows:

(1) Cultural Society

(2) Social Work Society [This includes Red cross Society, NSS, Youth Red Ribbon]

(3) Science club

(4) Physical Activity Society

(5) Society on Gender Issues

(6) Knowledge Society

(7) Current affairs club;

(8) Computer literacy Society

(9) Book Readers' Society

(10) Dramatics Society

(11) Fine Arts Society

These committees organize all the events in college campus. They are the association between faculty and students.

File Description	Document
Upload any additional information	[View Document]()
Paste link for additional information	[View Document]()

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

Response: 5.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	06	06	06	07

File Description	Document
Upload any additional information	[View Document]()
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document]()

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:

Response

Institution does not have a registered Alumni Association yet but work is in progress,

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response:

VISION

To provide quality education to the students of this rural belt and to develop in them such skills that would bring about significant improvement in the quality of life of the people of this area.

MISSION

1 Training students so that they can identify their potentials.

2 Nurturing a sense of duty and responsibility towards self and society.

3 Creating an atmosphere of intellectual freedom so that they remain free from prejudices or bias.

4 Empowering students with knowledge so that they may relate their learning to the larger world.

OBJECTIVES

1 Narrow the urban - rural divide by motivating the students to aspire for larger goals.

2 To develop a 'scientific temper' amongst the students, so that they may think critically and reason logically.

3 To empower students, so that they apply their acquired skills and knowledge for the betterment of society.

4 To inculcate strong moral values, promote self-discipline and a culture of collective working

The Vision and Mission of the institute are in consonance with the objectives to bridge the urban rural gap of the area. The Vision and mission statements are endeavored to be at the core of every activity be it academic or co-curricular.

Reflection of Mission and Vision in the leadership of institute in ensuring:

1. Shikshadan yojana of institution helps students to make them competent to face the new challenges of present era and support them to be independent financially.
2. In order to remove the hesitation of students of rural area in facing interviews and competitive exams, our institution regularly organizes workshops on personality development and improvement of communication skills.
3. The Department of English regularly conducts workshops to facilitate communication skills in English among students. A handful of students who attain a certain degree of proficiency in English are groomed to take on the responsibility of master trainers, who subsequently train other students in oral communication under the guidance of the instructor. This approach has proven to be quite effective in bringing down the anxiety level of students in the learning of English.
4. Placement and training cell of institution organizes programs which helps the students to identify their potential and motivate them for gainful employment.
5. Women harassment cell and gender equity cell play a significant role in creating an atmosphere of respect & equality for women and society. It also provides an atmosphere where students can make themselves free from all the prejudices of inequality and social indifferences, so that they can take proper stand for themselves as well as for others whenever required.
6. Cultural society, NSS, Redcross, Youth Red Ribbon units and different student societies of institution promotes cultural, social and moral values, self-discipline, scientific temperament, logical and critical thinking in students through their activities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Response:

College practices decentralization policy in administration. As the Institution is a government organization, policies made by Department of Higher Education, Chhattisgarh are implemented.

College is affiliated to HemChand Yadav University. Therefore, it follows the syllabus and examination pattern of Hemchand Yadav University.

Implementation of Govt. policies and academic procedures of University, are done in a systematic manner by Principal with the help of IQAC.

IQAC makes action plans for academic and extracurricular activities. Action plans of IQAC are delivered by the various college working committees and departments.

The college committee prepares work plans and ensures their implementation through various departments.

Departments organize academic activities along with cocurricular and extracurricular activities and maintain a record of them.

All the departments along with NSS, Red cross, Red ribbon, Sports, Library, Yoga and Cultural committees involve students in the activities organized by them. This fosters leadership qualities among students.

For example, Admission process.

As per the Govt. criteria of admission and reservation policy, students apply for a particular course of their choice on university portal. University sends the list of applicants to college. Principal, in coordination with IQAC, formulate college admission committee. This committee prepares a merit list of applicants as per government reservation policy. Merit list is displayed on college notice board as well as on college website. The verification of documents of listed applicants is done by respective departments under the guidance of admission committee. If the applicant's documents are found to be in order the student pays the fees and his/her admission is registered. The whole of the admission process is structured in this manner.

File Description	Document
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Response:

Following measure are taken for effective implementation of institutional strategies and perspective plans

Principal monitors the work progress of departments and college working committees by conducting regular meetings.

The feedback taken from students, is analyzed and remedial actions are taken based on their suggestions.

Principal regularly visits the departments and interacts with heads of the departments for the implementation of institutional strategies and to find out the solution of the problems faced by them.

Departments implement the strategies and monitor them regularly.

Under the Strategic Plan, the college administration found that the students of the college, being from rural areas, find it difficult to understand and communicate with the English language. To fill this gap, 'Bridging the urban rural gap by facilitating better communication skills in English in students' was started as a best practice by the college administration, under which the selected students were trained for English language communication and made master trainers and with the help of these master trainers, English language communication between students is being done successfully

File Description	Document
Paste link for additional information	View Document

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

Response:

Response:
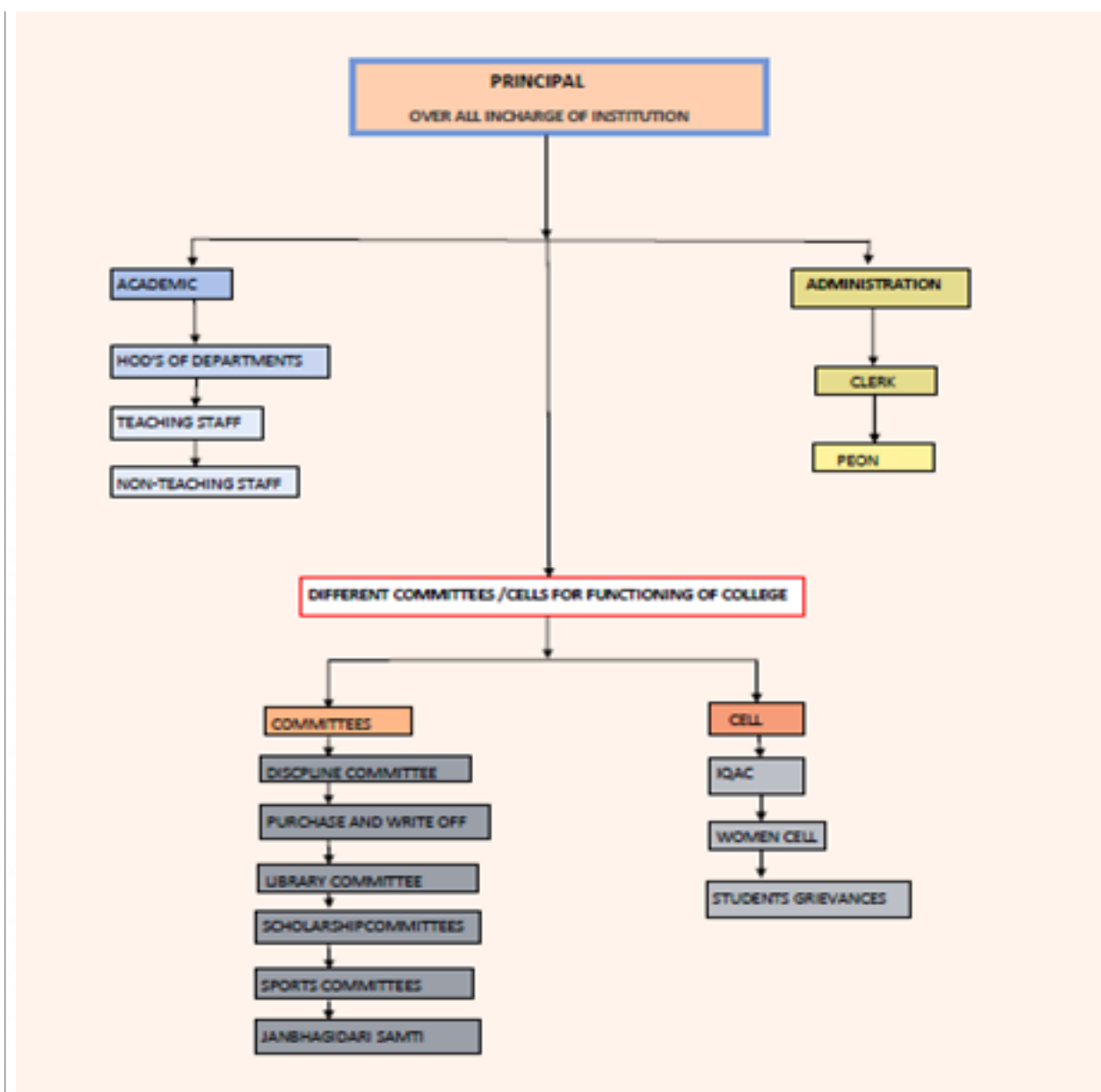
The college is a government institution. Therefore, the administrative set up has been decided by state government and institution follows the policies, appointment procedure and service rules of department of higher education of Chhattisgarh Government. Internal management of the institution is maintained by Principal. Principal constitutes various college working committees which give academic and administrative leadership to the institution.

Overall institution function is based on Academics and Administrative policies.

File Description	Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Response:

List of Welfare measures provided by institute for teaching and non-teaching staff:

1. Faculty members are motivated to participate in self-development programs and for research.

2. Group insurance scheme for teaching and non-teaching staff.

3. Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, Earned Leaves, medical leave and maternity leave for ladies staff.

4. Provident Fund for teaching and non-teaching staff.

5. The Institute provides college uniform to non-teaching staff (Security Personal and peons).

6. Gratuity

7. Teachers' Welfare Fund

8. Provision of ex- gratia payment for third and fourth grade employees in the case of serious illness or death

9. Festival & medical advance for non- teaching staff

10 Grievance Cell exists for teaching and non-teaching staff.

11 Canteen in college campus

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

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

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

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	02	02	02

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

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

Response: 18.79

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

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

File Description	Document
Details of teachers attending professional development programmes during the last five years	[View Document](#)

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

Response:

Response:

Institution makes Performance Appraisal System for teaching staff as per the directives of State Government. At the end of each session, every faculty members are required to fill performance appraisal in prescribed format, which is an annual summary of yearly achievements of faculties in academics, research and other fields. PBAS format consist of following criteria and each criteria is assigned a definite weightage which is known as Academic Performance Indices (API):

Part1 General information of faculty

Part2 Academic performance indicator

1. Teaching, learning and evaluation related activities (max API 125)
2. Co-curricular, extension and professional development related activities. (max API 50)
3. Research and academic contributions (API has to be calculated as per the nature of research and publication work)

PBAS filled by faculty is reviewed by IQAC and Principal and then it is submitted to Department of Higher Education of Chhattisgarh for further proceedings to award of career advancements to faculty members and for their promotion to next higher position.

In addition to this each faculty member has to fill a confidential report in a prescribed format provided by state govt. which includes information regarding numbers of period taken by the faculty in the session,

research and publication work of faculty and contribution of faculty to conduct examination, administrative work and extra-curricular work during the session.

Appraisal for Non Teaching staff. A separate proforma is provided by the state government for non-teaching staff. With the help of this proforma, personal details of the employee as well as his performance, regularity of attendance, punctuality, relationship with the participants, remarkable work done by him and his understanding and ability of the work assigned to him are also evaluated.

File Description	Document
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

The institution has a mechanism for internal audit which is conducted by internal financial committee of institution. Internal audit is conducted at the end of each **financial year**. The internal audit committee verifies all the details of income and expenditure of institution. The final report of internal audit committee is submitted to the Principal every year. As the college is a state government institution, external audit is specified to be done by the office of the Auditor General Chhattisgarh.

The process used to screen viable and effective utilization of monetary assets are as below:

- At the beginning of every financial year, Principal submits a budget proposal to state government.
- Principal makes this proposal on the basis of requirements produced by faculty members and office.
- College budget has two segments: one for recurring expenses such as salary, electricity bills, telephone and internet bills, maintenance cost, stationery etc. and another for non – recurring expenses like lab equipment, office equipment, furniture and other expenses related to development of college campus.
- The internal audit committee monitors the expenses against the budget allocated under different heads by the state government.
- Audit committee verifies the bills and vouchers for the expenses incurred and makes sure that the expenditure is done in proper head and within the limit of sanctioned budget.
- College submits all the bills and vouchers against government budget at the end of the month of February and bills and vouchers for non-government expenditures by the end of June to treasury for final clearance as per state government directives.

Through this mechanism the institution maintains transparency in financial matter and also sustains financial discipline.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

Response:

Institution strategizes mobilization of funds in right direction to get best out of it for institutional development.

Institution receives funds from

1 State government

2 Fee from students

State government allocates budget for salary and other recurring and non- recurring expenses as per the budget proposal submitted by the institution at the start of financial year.

Budget proposal is made by a committee in the supervision of Principal.

After allocation of budget, it is distributed to different heads .

List of requirements is invited from office and other departments and the purchases are made in accordance to the purchase norms specified by the state government.

After expenditure, bills and vouchers are verified by internal audit committee and if found correct is recommended for payment. The Principal is the final authority in the disbursement of finances.

Optimal utilization of resources are ensured by

- Allocating funds for effective teaching-learning practices that include the conduct of Workshops, Inter-disciplinary activities, which ensure quality education.
- Budgetary allocation for operational and administrative expenses and maintenance of setup.
- Utilization of Funds for enhancement of library facilities for improving learning practices.
- Utilization of funds for development and maintenance of infrastructure of the institution.
- Allocation of funds for social service activities through NSS, Red Cross and Youth Red Ribbon.
- Aim of resource mobilization and optimal utilization of resources is to place institution on the goal of improving teaching learning in a manner, so that the institution can bridge the rural urban gap prevalent in this area

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Response:

IQAC plays an important role in the institutional academic process and prepares academic plan, implements it in the field of teaching, learning and evaluation, reviews it time to time and makes necessary changes as per requirements and collects feedback from stakeholders on academic process to further improve the quality of education in the institute.

Contribution of IQAC in the quality assurance strategies and processes are:

- Preparation of academic calendar for institution.
- Implementation of academic calendar through coordination with departments.
- Monitoring the implementation of unit test, terminal exam and pre final exam schedule through regular meetings with departmental heads.
- Critical analysis of result of annual and internal examination to find out the areas of academic process where improvements are required.
- Motivate the students to participate in curricular, co-curricular and extra-curricular activities for their all-round development of personality in coordination with cultural society, science association, NSS, Red cross and Youth Red ribbon.
- Motivate faculty members for paper publication, paper presentation and participation in faculty development programs.
- Ensure a fear free environment for students to develop their inherent talent and inspire them to do their best in academics and other co-curricular activities. The IQAC is assisted by the anti-ragging cell, Gender Equity cell, Women harassment cell and grievance redressal cell of the institution.
- Organizes classes and workshops for development of communication skill in students of this rural area to full fill the rural urban gap.
- Initiates the development of employability skills in students to make them financially independent. This is aimed at through the shisha daan Yojana.

-

- Two practices institutionalized as a result of IQAC initiatives are:

- Bridging the Urban – Rural gap by facilitating better Communication Skills in English and the Shiksha Daan Yojana for developing Employability Skills among students.

  The institution organizes periodic workshops for students to develop LSRW (Listening. Speaking, Reading and Writing) skills among them. The objective of each workshop is worked out and the content is delivered in separate modules. The objective of such a workshop is to allay the fear and anxiety that students in the rural belt have towards the English language.

  Shiksha Daan Yojana for developing Employability skills among students

  The institution also organizes special workshops to enhance such skills that would be helpful for students in seeking a job. In house training as well as the service of faculties in diverse fields are

make available to them The objective is to specify those areas in which students need to work upon so as to make themselves more employable.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response:

Response:

IQAC regularly monitors, reviews and take action to improve quality of teaching and learning process of the institution. At the beginning of the session academic calendar of college has been prepared in accordance with the academic calendar of affiliating university. Academic calendar has all the details regarding examination and extra-curricular activities. Unit test, terminal exam and pre final exam are conducted for continuous evaluation of students under the guidance of IQAC. Various committees are formed for co-curricular and extracurricular activities which conduct various programs for all round development of student's personality. At the end of every session, feedback of students is taken and reviewed by IQAC for further improvement of teaching, learning and evaluation process.

The major initiatives taken by IQAC in last five years are as follows:

- Bridging the Urban – Rural gap by facilitating better communication skills in English
- Shiksha Daan Yojana for developing Employability skills among students
- Feedback mechanism
- Green initiatives in campus
- Collaboration with other institution for faculty exchange and student exchange
- Providing a platform to the students through co-curricular and extracurricular activities to bring out their inherent talent and to develop their personality.

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are

Academic review:

The IQAC conducts regular meetings with head of the departments and examination committees to monitor the academic activities such as completion of syllabus in stipulated time, unit test, allocation of assignments and projects, seminars, group discussion and other activities. Through these discussions, IQAC is able to determine the good things of current academic process as well as the areas of academic gap where improvement is required. This review of academic process of institution by IQAC promotes a gradual betterment of teaching learning and evaluation process in the campus.

Feedback analysis:

Feedback collected from the students, parents and alumni were analyzed and an action taken report has been prepared by the IQAC at the end of every year and the major findings of the feedback analysis is implemented in the next session for improvement in teaching learning process. Feedbacks received from stakeholders are the mirror reflection of the institutional academic activities. These feedbacks indicate the strength and weakness of the teaching learning process and motivates for the improvement in the same.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	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 during the last five years.

Response:

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

Response:

Gender Equity

Our Institution primarily caters to educational needs of the rural people, and thereby is all the more conscious of its responsibility in promoting gender equity and women empowerment among the students. The fact that 70% of the regular teaching staff and 75% of the temporary teaching staff are women amply highlights the role that women play in higher education in our institution – a fact that is well understood by the student community, many of whom aspire to choose a teaching career after their collegiate education. The Institution organizes programs in the area of establishing gender equity and woman's empowerment on a regular basis. An annual gender sensitization plan is drawn up at a beginning of each academic session and a professor in charge is delegated the responsibility of conducting activities like Essay writing, slogan writing, debates, Seminars and talks so that a healthy outlook can be created in society on gender issues. The focus of such activities also aim on celebrating the successes achieved by women in various fields. The Inclusion of women in all Activity Societies formed in the institution provides them with sufficient leadership skills which they exhibit by organizing various events in the institution and outside.

The Conduct of Gender – sensitization programs is carried out every year at the induction program organized for new admitted students. Organization of In-house seminars addressed by different faculty members sensitize the student community about various gender issues thereby promoting an atmosphere of gender justice. The Institution also works in the area of incorporating value education which supports the dignity of women and their rights in the society. The Department of English acquaints the students about issues related to women and development and other aspects of feminism. A feminist rereading of texts is encouraged to facilitate a viewpoint from a feminists perspective which thereby becomes a fresh insight for observation among the student community. The post graduate department of Commerce conductsworkshops on every academic session in the area of women entrepreneurship and role of women in rural areas in micro financing . The Department of sociology regularly conducts and highlights issues related to women and promotes data collection among students. This department also acquaints students on issues related to transgenders and give exposure to PG students in various national and international webinars that are conducted on transgenders. The services of lady staff of Primary Health centre to share information about hygiene and sanitation has been taken. Students also have been taken to visits to the Primary health centre to see the various facilities available and also to share the same in the community.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

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

Response: D. 1 of the above

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

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

Response:

Response:

Solid Waste Management

The Institution promotes the segregation of degradable and non-degradable waste generated within the campus by placing differently colored bins for its collection. The wastes collected thereby are disposed off – the non-degradable, part for recycling and the degradable in soak pits within the campus.

A condemnation board recommends the office for writing off wastes which are periodically auctioned. As per the directives of the state government reports of proceeds from scrap disposable are regularly sent to the Department of Higher Education

Liquid Waste Management

The Institution has proper underground drainage system in which all liquid wastes are collected and disposed. Periodic maintenance of drainage systems are held to ensure that there is no stagnation of water in the premises.

e waste management

e wastes are systematically collected and stored so that they may be auctioned of when sufficient volume of it is generated in the institution .

File Description	Document
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

File Description	Document
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Link for any other relevant information	[View Document](#)

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

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response:

Response:

Institutional efforts, initiatives in providing an inclusive environment

The Student community of this institution are almost from the rural background. The feeding institutions are all within the radius of 15 km surrounding Bori which has been declared a Tehsil in October 2020. Looking at the income patterns and the number of students who apply for the scholarship it is easy to guess the economic profile of these students who enroll for higher education at our institution. Almost 98% of the students come from the agrarian background where the principal means of livelihood is farming. The family incomes of the majority of students fall well under one lac per annum.

In keeping with the larger vision of the institution the teaching faculty realizes its duties and therefore endeavors to create an inclusive environment for this under privileged students by giving them a larger exposure so that they may be able to connect with the outside world .There is a wider scope for the teachers of language to discuss in their classes the plurality of our country and its rich cultural heritage and legacy. Students in the English classes are provided with English dailies and are encouraged to collate newspaper clippings under various categories. These exercises are aimed at improving the reading skills of the student. The newspapers provide a broader outlook and initiate fresh ideas.

The Samvidhan Diwas or the Constitution day is celebrated on 26th November every year Faculty members take turn in highlighting the salient features of our constitution. Students also participates on this day by giving short presentations.

. Students take part in recipe competition, fancy dress competition, group dances, solo dances, solo and group songs. The group dances from different states showcase the unity in diversity of our country. The plurality of Indian society where there is a peaceful co-existence of different linguistic, religious, regional communities, each with a distinctive identity of its own is thereby appreciated and understood.

The department of sports holds a Sadbhavna rally every year on 2nd October to highlight the Unity of our country.

The Department of Commerce has initiated a know your state program for students. Shortlisted students make presentation before the class, where they share information about the state , their culture , language , Industries, tourist places and other significant features .This not only provides a greater understanding about the people of different states but also exposes them to the richness and diversity in our country . The National festivals are also celebrated with much funfare.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

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

Response:

Response:

The Institution emphasizes the importance of inculcating human values in both the students as well as the employees because it is the values that can transform the students into responsible citizens. Value education refines the consciousness of human beings and motivates them to aspire for higher goals in life. It directs our goals in the correct path and thereby brings harmony in the lives of one who practice it and also in the lives of others in the society .Values are the anchors of our actions and therefore it is pertinent that we should be able to comprehend the universality of various human values. Values are intrinsic in the creation of harmony and happiness in our society.

The Institution plays a responsible role in nurturing future responsible citizens by organizing various programs that celebrates the values set by our Constitution Prominent among them is the celebration of the Samvidhan Diwas – when the Principal inaugurates the function by reciting the Preamble to the constitution which is repeated by the students. The Fundamental duties and the rights of citizens are highlighted in these programs by different faculty members. Students are also invited to deliver speeches and take part in discussions that are on topics related to contemporary issues.

The Institution has held several SWEEP (Systematic voter's education and electoral participation program) for spreading voter awareness and promoting voter literacy in our country. In general election of 2019 students of this institution conducted training programs for fellow students with a help of teachers and other district officials of VVPAT machines (Voter verifiable paper audit trail). This was done under the initiative of the Election Commission of India to establish trust and confidence on the electronic voting machine EVM in our nationwide polls . Students who themselves operated these machines subsequently became brand ambassadors of the trustworthy functioning of our EVMs.

The participation of students in the periodic Swachchta Abhiyan called by the NSS Unit of the institution creates a sense of wider participation in this National Mission, where people from every walk of life try to spread the message of a cleaner environment. This participative activity where both students and teacher take part instills the importance of cleanliness around us.

In addition to this the sociology department conducts regular talks in value education either through contents of the syllabus or through special lectures arranged from time to time.

The Institution protects the right of the students by following the University ordinance in the formation of students' council. A Professor Incharge student union conducts the election / nomination as per the directives of the ordinance. The Student council comprises of 4 union members, President, Vice President, Secretary and Joint Secretary. 33% of the seats are reserved for women candidates and a post in the student union is also reserved for the women candidate which is rotated in a descending order each year .The Student council consists of class representatives and members of SC,ST, OBC , Physically handicapped segments .

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)

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

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

Response: B. 3 of the above

File Description	Document
Code of ethics policy document	[View Document](#)

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

Response:

Response:

National / International Co memoratives days events and festivals

The Institution organizes many national and international events for students every year. These events are primarily organized to instill greater consciousness among the students towards environments and the society to which he is a part of. The celebration of National festivals like the Republic day, The Independence day and Gandhi Jayanti promotes a sense of national pride. The sacrifices of the freedom fighters and all those who laid down their lives to free India from the British rule is remembered so that the history of the freedom struggle remains green in memories of students . Students are motivated during these festivals to deliver speeches on the contribution of freedom fighters in the freedom struggle. Members of the faculty also take part in these National festivals and deliver motivational lectures to the students. Several stakeholders of the institution including the Janbhagidari representatives and parents along with students gather on these days to celebrate these occasions. The focuses on Independence Day ceremony is on India's freedom struggle and subsequent liberation. The Republic day focus on the values enumerated in our constitution and the vibrant democracy which is lauded all over the world. The Students and faculties are also motivated to watch the programme in Doordarshan that showcases India's might and

strength on several fronts and celebrates its onward march to rise as one of the largest economies of the world. The objective of the Rastriya Swachta mission is taken up during Gandhi Jayanti and the importance of clean India that would be free from dirt and squalor and give a completely new recognition to the country in this direction by the concerted efforts of its citizens is brought forth to the students . Students take part enthusiastically in the cleaning up of the campus and the neighborhood.

Other days of Significance that are celebrated are national youth day (12th January) , National Science day (28th Feb) , National Voters day (25th January), Hindi Diwas (14th September), International Yoga day (21st June) . The Celebration of this events are on an institutional level where students are also groomed for taking up leadership roles in society. The participative and collective roles of the students in these events make them all the more special.

International days like International women's day (March 8), World No tobacco Day (May 31), International day of rural women (October 15), worlds AIDS day (1st December), world Environment day (June 5th) and World day for water (March 22nd) are celebrated to acquaint the students of various contemporary issues that are of significance. Student's present posters, write slogans, hold rallies and Group discussions during these events.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

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:

Best Practice No.1

1. Title of the Practice

BRIDGING THE URBAN RURAL GAP BY FACILITATING BETTER COMMUNICATION SKILLS IN ENGLISH IN STUDENTS

1. **OBJECTIVES OF THE PRACTICE** :

The paucity of skilled teachers of English in rural areas greatly affects the learning of this language at the school level. A 3 year under graduate course in English at the college level also fails to provide them proficiency in English that is required for employment. This creates generally a huge gap in the intake of

the rural students in the job market.

The objective of this best practice is to create an anxiety free atmosphere where students acquire the language without undergoing any stress. This practice also aspires to create a level playing ground so that our students can compete with their urban counterparts and don't get discriminated because of their lack of proficiency in English communicative skills.

The objective of this enterprise is also to create a pool of student facilitators who would promote these communications skills among their peers as well as willing learners outside the institution.

1. **THE CONTEXT**

Effective communication is one of the most important life skills that should be learnt by every individual. Communication is a complex process of give and take with all its intricacies and dimensions. The facilitation of oral communication in large classes rarely fructifies due to constraints of time, rigidity of syllabus or other factors. The absence of language labs or other audio visual aids also greatly hinder the learning of the language.

The insufficient exposure of rural students to English language also creates greater anxiety and stress among them. This inhibits the process of learning. The objective of this practice is to train them in the skills of Listening, Speaking, Reading And Writing in a graded, sustained fashion so that they get acquainted with the sound and structural patterns of English language.

The challenge of facilitating communication skills in English among students has to be also addressed in a socio linguistic perspective where communication in language also fulfills the social function of the language where students gain the ability to express their ideas to diversified audience. The whole endeavor requires the harnessing of all the resources howsoever meagre they may be and a sustained enthusiastic approach from all stake holders.

1. **The Practice**: Developing proficiency in English language among rural students is a rather challenging task. This is primarily because of their scant exposure to the spoken language and their inability to use the language as a medium of social exchange. This has given rise to many issues especially in the area of higher education, where students are unable to access or comprehend most texts that are in English. Lack of initiatives on the part of teachers to promote the language outside classrooms also adds on to the problem as any language that is learnt as second language has to be acquired in a phased systematic and sustained manner in a stress-free atmosphere for which special attention has to be given.

The Objective of facilitating better communications skills among students was taken up after discussing this issue with the student community in their language classes. Their positive attitude and trust on the teacher's words were enough motivation for the instructors to take on the challenge.

Our Institution caters to around 40 neighboring villages from where students come for higher studies. The medium of instruction in all these rural schools is Hindi. There exists in the mind of students a general apprehension or even fear for the English language. The difference of English and Hindi medium often creates an inferiority complex among students who have studied in Hindi medium. The purpose of this best

practice followed by our institution is to give these students a sense of confidence by honing, their communicative skills in English. As students also fail to find any role model who are proficient in their language, it was envisaged to create a pool of such students who would gain significant proficiency in English to take on the role of facilitators for their peers and others .

The Practice includes the conduct of workshops in English spanning at least a week each. The target group of students is shortlisted on the basis of their performance in their class and also by assessing the interest they have exhibited in learning the language. The level of workshops is initially of an elementary or basic nature with the aim of entering an intermediate / advanced level by the time they would graduate. This phased and structured exposure to the language has significantly reduced the fear and anxiety that students experience in the learning of English. The mitigation of fear simultaneously created a more conducive learning atmosphere as students learnt to communicate and exchange ideas among themselves.

The nurturing of the peer group is an achievement of this practice. The selected peer group has now become Brand ambassadors of this project. Their success stories can be assessed by the fact that they not only conduct workshop for other students but also confidently communicate in English in different webinars and platforms with their instructor. Concerted efforts on improving their reading skills have now transformed many of them into avid readers.

1. **Evidence of Success**: Evidence of success of this best practice can be assessed by the continuous interest that students have displayed towards these workshops. The initial hesitation even to the extent of avoiding listening to prolonged conversation in English gave way to a gradual acceptance and approval, as their listening skills improved. This breakthrough in ELT is no mean feat for any instructor in L2 because with the steady improvement in their listening skills the sounds and structures of English could be better assimilated by the students.

Efforts in the direction of improving their Reading Skills also yielded positive results as students attending these workshops started seeking books in English from the College library .These workshops also initiated the development of other skills such as critical and creative thinking. The ability to collaborate and help others in the classroom and outside sparked a general interest in others who also wanted to be a part of this training team. Participation of students in webinars along with their instructors also illustrate the confidence that they gained in these workshops.

1. **Problems encountered and resources required**

The objective of this workshop wasinitially a little hazy and unclear among the students who found it difficult to accomplish something which they had failed to achieve even after years of studying English in schools. The psychological wall that deterred them from proactive listening, was tough to dismantle. It was achieved by providing them with prolonged listening practice and guiding them through a variety of e resources that improved their skills of listening.

In the absence of language laboratory, the instructor's cell phone and personal laptop became the aids in the classroom. Many of the students who did not have their personal cell phones participated in groups.Such group activities subsequently triggered spontaneous exchange of ideas till a point of time

where students could associate this enterprise as a part of the social function of languages.

Best Practice Two

1. **Title of the Practice**: "Shiksha Daan Yojana" for developing employability skills in students.

1. **Objective of the practice**

The principal objective of the "Shiksha Daan Yojana" is to provide certain skill sets and training to the students of this rural belt so that their economic dependence over their gradually diminishing agricultural income is reduced and they acquire certain employability skills through which they can seek employment .The translation of this objective on ground would probably bring about a significant change in the mindset of students who would then be able to employ these skills and make themselves ready for the opportunities that awaits them outside their geographic locations. The over dependence of this agrarian society on farming leaves them unprepared for many other opportunities that exist in society. A wider perspective regarding the availability of gainful employment or entrepreneurship has to be therefore nurtured so that they can gradually improve their quality of life. This would eventually be able to give a boost to the economic growth of this region.

The Context

Unequal opportunities for students from rural areas usually tilt the balance against them in the job market. Students here are economically backward and mostly dependent on their family's agricultural income. The objective of acquiring higher education is usually not supplemented by any goal setting for the future. Lack of exposure to the available opportunities usually results in a blinkered view of the world, where they remain ignorant of the many areas in which they could try their hand to translate formal education that

student receive in HEIs to an opportunity for gainful employment, requires a planned, sustained approach. "Shiksha Daan Yojana" is one such step in that direction.

The Practice:

The Practice involves the exposure of students of this rural belt to the many opportunities that await them for gainful employment. This is accomplished by holding periodical workshops Dr. Amarnath Sharma has conducted over 30 workshops for students on employability development skills . The content of each of these workshops is decided by taking into account the views of the stake holders. The content is divided into separate modules that include information about competitive exams, soft skills, personality development and entrepreneurship development. The help of many resource persons who are proficient in their respective field is taken.

Evidence of Success

The evidence of success may be difficult to project because many of the participants who have attended these workshops may be still struggling to get a foothold in the job market, especially in this post Covid times. Still the institution takes pride of the fact that more than 15 of our students are presently employed in various areas that includes sales, office management, media, purchase and logistics. Apart from this some of our students have turned out to be budding entrepreneurs.

File Description	Document
Link for Best practices in the Institutional web site	<u>View Document</u>

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:

Institutional distinctiveness

Our institution has already made a distinctive identity among all other institutions by its performance at the academic level. If the University's pass percentage is any indication this institution's academic performance has always been comparatively at a much higher side. Rural institutions despite their lack of infrastructure and other facilities have certain advantages over urban institutions. Here 99% of the students have to traverse more than 10 km which they do on their bicycles. This keeps them physically fit and mentally agile for their academic pursuits. There are very few distractions in the college campus as our campus is pretty secluded from the hustle and bustle of city life. Students are extremely receptive, eager

and willing to learn. Students participate spontaneously in any competitions that the institution organizes. The Annual day celebrations reflect their cultural rootedness and their value systems. The rural population cherishes the family ties, its bonding and quite often we find these simple farmers with meagre resources accompanying their children to the portals of this institution with a hope that they would do well in life.

The Institution's vision and mission statement has specifically taken into account this aspiration of the local stake holders. An institution that has come up merely 9 years ago has slowly grown into a responsible centre of education with a student strength hovering around 700. Our vision statement reiterates the providing of quality education that can significantly contribute in the improvement of the quality of life of the people here. The Vision and mission statements are always kept at the center before planning any academic or co-curricular activity. It is the endeavor of the institution to widen the vision of these students of under privileged section of society and give them the wings to soar high in sky.

As already described in our best practices significant efforts are being made to bridge the urban rural divide by promoting communication skills in English among students. We have already described in details the practice which has started to pay dividends in the form of student facilitators who have contributed in creating a conducive atmosphere for their peers in English communication.

The exposure of students to various competitive exams have opened large areas of hitherto uncharted avenues that would lead to employment. Students after attending these workshops and especially online workshops where they come in contact with their urban counterparts, are now more focused on working on their grey areas. Online teaching has provided a new platform which our teachers are specifically using as a means of exposure to student diversity in different institutions. Memorandum of understanding have been signed with 3 urban institutes and there is growing collaboration in training and development, exchange of students and mutual participation in seminars, conferences and workshops.

The institution takes pride of the fact that 90% of its faculties have a doctoral degree in their own subjects. Faculties do not limit themselves only to the academic curriculum but also take a proactive role in all matters that are of interest to students.

File Description	Document
Link for appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

Institutional distinctiveness

Our institution has already made a distinctive identity among all other institutions by its performance at the academic level. If the University's pass percentage is any indication this institution's academic performance has always been comparatively at a much higher side. Rural institutions despite their lack of infrastructure and other facilities have certain advantages over urban institutions. Here 99% of the students have to traverse more than 10 km which they do on their bicycles. This keeps them physically fit and mentally agile for their academic pursuits. There are very few distractions in the college campus as our campus is pretty secluded from the hustle and bustle of city life. Students are extremely receptive, eager and willing to learn. Students participate spontaneously in any competitions that the institution organizes. The Annual day celebrations reflect their cultural rootedness and their value systems. The rural population cherishes the family ties, its bonding and quite often we find these simple farmers with meagre resources accompanying their children to the portals of this institution with a hope that they would do well in life.

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Concluding Remarks :

A small village by the side the Sheonath river, Bori was a rather inaccessible area even a decade back as people had to ferry the river in absence of a bridge. The village has a population of around 2000 with around 20 other villages adjoining it. The spread of education must have surely been affected and especially that of girl students because of their inability to access the institutions for higher learning which are more than 40 km away. As 98% of the population belong to the farming community there is great dependence on the income generated only through farming. The start of an institution of higher learning in the year 2012 was almost a dream come true for the people of this area who did not have second thoughts in donating large tracts of land for building up an institution. The college campus which boasts of over 28 acres land has immense possibilities for bringing up an incremental change in the lives of people of this area.

An Institution that began with less than 100 students in the year 2012 has a present strength of 716. Initially those who could not pursue the study of Commerce & Science are able to do so now. The connectivity of Bori has now improved with the construction of new roads . Furthermore it has been upgraded to a tehsil from a village panchayat. Rapid civil constructions can be presently observed which indicates the possibilities of growth and economic development of this area in the coming times. It is here that the institution would play a vital role by providing quality education to this generation of students whose parents were deprived of higher

education because of locational inaccessibility of this area. A dedicated team of teachers are committed to take the students of this belt to the next level where they will be well equipped to meet the future challenges of their lives .

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>97</td><td>73</td><td>89</td><td>71</td><td>60</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>87</td><td>73</td><td>89</td><td>72</td><td>60</td></tr></table>
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 4.4 Answer after DVV Verification: 54
2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>231</td><td>147</td><td>94</td><td>55</td><td>45</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>231</td><td>147</td><td>94</td><td>54</td><td>45</td></tr></table> 2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>
3.2.2	**Number of workshops/seminars conducted on Research Methodology, Intellectual Property**

Rights (IPR) and entrepreneurship during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	02	01	02	02

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	01	00	00

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	02	01	04	02

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	24	22	22	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	7	11	4

	Remark : Input edited referring data uploaded by HEI.
3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years** 3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
17	24	22	22	26 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
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172	273	361	205	107	 Remark : Input edited referring data uploaded by HEI.
3.5.1	**Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year** 3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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02	04	02	04	01 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
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1	0	0	1	01	
4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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51000	15975	190759	178428	0	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.51000	1.5975	1.90759	1.78428	0

Remark : 1)consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Head of the Institution and CA. 2) Audited Income/Expenditure statement highlighting the expenditure for purchase of books and journals. have not been provided by HEI.

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year** 4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 4 Answer after DVV Verification: 3 Remark : Input edited referring data uploaded by HEI

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	06	06	06	08

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	06	06	06	07

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
671	580	521	428	305

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
671	580	521	410	305

| 1.3 | **Number of outgoing / final year students year-wise during last five years** |

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
231	151	94	55	45

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
231	151	94	55	45

| 2.1 | **Number of full time teachers year-wise during the last five years** |

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	13	13	12

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	14	13	13	12

| 3.2 | **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** |

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3.68	1.47	7.91	7.75	4.76

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1.41	0.28	0.17	0.25	0.81

| 3.3 | **Number of Computers** |

Answer before DVV Verification : 5
Answer after DVV Verification : 2