



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVT. NEMICHAND JAIN COLLEGE DALLIRAJHARA

GOVT. N.C.J. COLLEGE, DALLIRTAJHARA
491228

<http://www.govtncjcollege.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nemi Chand Jain College (NCJ), Dalli Rajhara was established in 1974 as a private college. The institute is dedicated to the memory of Nemi Chand Jain, a philanthropist and a social worker of this town with a mission to provide the facility of higher education to the students of this backward area. Later in the year 1983, this private institute was taken over by the government and since then it is known as Government Nemi Chand Jain College. The college is located in a Tribal area, and it provides higher education to the SC/ST/OBC and economically weaker section of the society as is evident from the admitted student's details.

After the accreditation of the 1st cycle, the college has made systematic efforts to build excellence in the areas of teaching-learning, extension activities, and sports. In addition to offering traditional courses, the college has in the year 2021-22 introduced carrier-oriented courses like DCA and PGDCA as self-financing courses.

IQAC was established in 2013 and since then it has been functioning as a motivation cell and work for the quality improvement of education.

Vision

Sustainable development of college and the students.

Quality education enables students to cope up with their future.

Create awareness for higher studies, employment, and social responsibility.

To produce capable students for the fulfillment of the regional requirement.

Mission

To promote the academic environment in this tribal belt with the use of available resources.

To provide opportunities to strengthen the academic, artistic, and sportive potential of students.

To educate youths to serve the nation with excellence and dedication.

To provide opportunities to strengthen the academic, artistic, and sportive potential of students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

An Institution with NAAC Accreditation with B grade.

Highly Educated and Competent Teaching – Nonteaching staff.

Located on a pollution-free green campus.

An Oldest college with 10 acres of land.

A good relationship with the stakeholders.

A good number of UG and PG programs along with Career Oriented Courses.

Transparency and inclusiveness in the admission process.

Book Bank facilities for eligible students.

Extraordinary performance in NSS, YRC, and Sports.

Students' active participation in all activities.

Partial computerized library in this area.

Institutional Weakness

Non-availability of sufficient funds for infrastructure development.

A gap between sanctioned posts and filled posts.

Absence of industry-related courses.

Quality of entry-level students low: A large number of students are admitted with a poor percentage.

Students are from vernacular mediums.

Students with poor economic backgrounds with limited exposure to technology.

Poor communication skills of students.

The library needs to be upgraded

Institutional Opportunity

Prepare students for competitive examinations for jobs.

Scope for improving sports activities.

Increase the library facilities with start the ILL facilities.

Networking with the Alumni Association, strengthening the campus placement.

More Career Oriented Courses and skill development Courses to start.

Organize more academic activities like Seminars/Conferences.

Scope for further development of the campus space.

Institutional Challenge

With limited resources sustainable development.

Making students globally competent with a special focus on communication and presentation skills.

High cost of maintenance of infrastructure.

Increasing number of students seeking admission in distance education.

To motivate the faculties for sustainable and purposeful research.

Being situated in a rural area, the erratic supply of electricity poses problems.

The College lacks public transportation facilities to reach the college, and students and teachers have to depend on their vehicles.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Curricular Aspects.

Being a government and an affiliated college, this institution follows the academic calendar prepared by the Higher Education Department and the affiliating university. Based on the same, the institute also prepares an academic calendar incorporating all the events to be conducted in the academic year. Effective academic delivery is ensured through a well-planned and documented process and the institute has transformed the university curriculum into Program Outcomes, Program Specific Outcomes, and Course Outcomes, and these are uploaded to the college's website. The institute conducts three UG Programs and 5 PG programs and from the academic year, 2021-22 started two new employment-oriented and skill-based DCA and PGDCA courses. Two faculty (One faculty and One Principal) are BOS of the affiliating university and one faculty is a Member of BOS of another university.

The college assimilates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum.

The college provides practical training in Science and encourages the other faculty students to take part in field visits/project work/on-the-spot training.

The college abides by all the rules and regulations laid down by the Government of Chhattisgarh and the

affiliating university regarding admission and ensures fair and transparent admission through the admission committee.

The stakeholders are involved by taking feedback from them.

Teaching-learning and Evaluation

2. Teaching-learning Evaluation.

The institute tries hard to improve the efficiency of teaching and effective learning and transparent assessment through a student-centric approach. It also provides learning through experimental and participative learning modes. Industrial visits are also organized for PG students as a part of the learning. Slow learners are provided additional books while additional notes are provided to above-average students. The IQAC has taken steps to install a smart classroom and the faculties make use of ICT teaching facilities available in the institution. Each faculty member is assigned the duty of Parent-teacher, is also the mentor of the class who provides counseling, guidance, and monitoring of the students and their academic progress and other issues.

The college runs 8 traditional programs and has been continuously working on attaining the PO, PSO, and CO because the college believes that these are important parameters for outcome-based education to create an academic environment. Program-specific outcomes are measured through both academic and non-academic performances of the students. While calculating the SPO, the student's performance in the Continuous Internal Examination, their participation in other academic activities like practical and assignments, is also taken into consideration.

Research, Innovations and Extension

3. Research, Innovations, and Extension.

The department of English has developed a website www.akumarv.in that is very useful for all Undergraduate English language students, and is an asset to the academic community.

The institute is very proactive in providing various platforms for extension activities. The institute has set up platforms such as NSS and YRC (Youth Red Cross Society) in pursuit of service to the community. The students are sensitized towards cleanliness, health and, environmental issues through NSS and YRS. The volunteers of these organizations participate in extension activities to serve the neighborhood community. 50 % of the faculty members possess Ph. Ds and one of the faculty members is recognized as a Ph.D. guide by the affiliating university. The faculties do their teaching work after updating and proving their research capabilities which are reflected in their publications in various journals.

The college provides a beautiful natural landscape conducive to a good academic environment and it believes that a healthy terrestrial ecosystem is vital for good for teaching and learning. The beautiful nature surrounded by trees is a blessing for the students.

Infrastructure and Learning Resources

The college is located on 10 acres of land given by the Bhilai Steel Plant on an agreement for 33 years. The institute has 13 classrooms, a Smart Classroom, laboratories, limited wi-fi connectivity, a computer center, and a hostel for boys. A partial computerized library with 27870 books which includes 10352 books in the book bank. With a multi-purpose sports ground, the college encourages and motivates the sports students.

Student Support and Progression

5. Student Support and Progression

The college assists the new students or those who come for any other work. All the information regarding admission procedure, fees are displayed on the notice board and the same is also uploaded on the college website. At the beginning of the session, the college organizes an orientation program for the new students, and the aim of this is to make the students get acquainted with all the functionaries of the college. The concern of the college is to impart quality education to the students coming from all sections of society. The college helps in providing scholarships to students not only from the Central Scholarship Scheme but also from the State government's BPL schemes. The college has an MOU with Govt. Kamla Devi Rathi Girls's College, Rajnandgaon, CG in faculty and research sharing for the students and faculty for mutual benefit. Every year except 2020-21, because of the Pandemic Covid-19 and closure of all educational institutions, community, sports, and extension activities are conducted for the benefit of the students. The alumni association was formed and registered in 2020 and meetings are held.

Governance, Leadership and Management

The college has constituted 23 different committees with coordinators in addition to the IQAC coordinator. The coordinators often meet and discuss the matters coming under their jurisdiction, plan and implement them after discussing the matter with the Principal. To ensure the effective and smooth functioning of the college, it is necessary to have decentralization and participative management and the college gives importance to all stakeholders. Students are also part of various college committees along with the faculties. Every year the college forms committees for the smooth conducting of the activities of NSS, Youth Red Cross Society. The process of decentralization and participative management is realized through the inclusion of students and faculty as members. The college has prepared its perspective plan to fulfill the long-term academic requirements, extracurricular activities, sports, and the utilization of infrastructure facilities. These plans were designed after extensive consultation with faculty, staff, and members of Jan Bhagidar Samiti. Faculties are encouraged to present research papers in seminars, get papers published in research journals.

Institutional Values and Best Practices

7. Institutional Values and Best Practices.

The college organizes programs and events at various levels, to spread awareness among the students on the issue of gender sensitization. An analysis of the students admitted for the last five years of the college shows

that more than 60 percent of the admitted students are girls. The college advises students to follow the No Discrimination Policy, and to create awareness among students as well as among the local citizens, and to spread the message of the Hon'ble Prime Minister, the Department of Commerce has organized a Nukkad Natak (a Street Drama). The college has a Committee Against Sexual Harassment (CASH) to take necessary action against the sensitive issues of girls students. The college campus is under the surveillance of CCTV cameras and the footage is often seen by the Principal and or / members of the committee. The college also has an Anti-ragging Committee, and an online affidavit is taken from the students after they are admitted to the program about their non-involvement in ragging activities. Different committees also function to promote gender equity and also deal with the related issues of girl students and female faculty members. The college has a lounge of green campus and gives top priority to keep the campus clean and eco-friendly. The College has a practice of celebrating Independence Day, Republic Day, and other national importance days for enhancing consciousness about national identities and symbols.

The College emphasizes Human values and Professional ethics by displaying the core values and code of conduct on the College website, and also displayed the Preamble of the Indian Constitution and the 10 Fundamental Duties of the Citizens at the entrance of the college to promote the value of responsible citizens. It also displayed the photos and details of the Parmaveer Chakra recipients who laid down their lives during the war, to create a sense of patriotism among the students. The College maintains complete transparency in its financial, academic, administrative functions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. NEMICHAND JAIN COLLEGE DALLIRAJHARA
Address	Govt. N.C.J. College, Dallirtajhara
City	Dalli Rajhara
State	Chhattisgarh
Pin	491228
Website	http://www.govtncjcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Arun Kumar V.	07748-286692	9425562272	07748-28669 2	arunkumarv320@g mail.com
IQAC / CIQA coordinator	Dr.smt. A. John	07748-111111	9993338901	07748-22222 2	anugrahitajohn70 @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 minority institution	No

Establishment Details	
Date of establishment of the college	01-08-1974

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	05-08-1988	View Document
12B of UGC	20-06-1989	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Govt. N.C.J. College, Dallirtajhara	Tribal	13323	1220.68

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	BCom,Commerce	36	HSSC	Hindi	360	222
UG	BSc,Science	36	HSSC	Hindi	360	219
UG	BA,Arts	36	HSSC	Hindi	450	422
PG	MA,Hindi	24	Graduation	Hindi	60	36
PG	MA,Economics	24	Graduation	Hindi	60	38
PG	MA,Political Science	24	Graduation	Hindi	60	58
PG	MA,Sociology	24	Graduation	Hindi	60	29
PG	MCom,Commerce	24	Graduation	Hindi	60	41
PG Diploma recognised by statutory authority including university	PGDCA,Post Graduate Diploma In Computer Application	12	Graduation	Hindi	40	0

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	3				0				17			
Recruited	0	0	0	0	0	0	0	0	5	3	0	8
Yet to Recruit	3				0				9			
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			11	
Recruited	3	3	0	6
Yet to Recruit			5	
Sanctioned by the Management/Society or Other Authorized Bodies			0	
Recruited	0	0	0	0
Yet to Recruit			0	

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	2	0	5
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	2	0	7

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	337	0	0	0	337
	Female	526	0	0	0	526
	Others	0	0	0	0	0
PG	Male	66	0	0	0	66
	Female	136	0	0	0	136
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	18	18	18	13
	Female	24	21	23	26
	Others	0	0	0	0
ST	Male	121	111	129	137
	Female	147	129	146	213
	Others	0	0	0	0
OBC	Male	71	95	92	100
	Female	88	102	141	160
	Others	0	0	0	0
General	Male	79	102	88	83
	Female	209	190	189	151
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		757	768	826	883

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary skill is the demand of today's Multi-National Companies. Hence to meet their demand the college can start the following courses. Environmental studies, Computer Courses, Journalism and Advertising courses, Interdisciplinary courses. The following courses are some of the interdisciplinary skills that can be incorporated into the programs. Software Courses like computer-aided design viz., Autocad,C++
2. Academic bank of credits (ABC):	The affiliating university will decide on this.
3. Skill development:	To build self-esteem, confidence and to prepare the students to face the challenges of everyday life, the

	<p>following skill development programs can be initiated in addition to B.Voc. To create employment opportunities, a start-up policy will have to be prepared for those students who are studying the conventional degree programs. Graphic Designing Courses (Computer-based) Marketing,</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Knowledge from ancient India to modern India will have to be incorporated scientifically throughout the curriculum. specific courses like tribal medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will have to be incorporated into the curriculum. The local masters can contribute to the attainment of this.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education helps the students to prepare themselves for the competitiveness of the companies and in this, the college will start student-centric teaching and learning methodology in which the course delivery, assessment is planned to achieve stated objectives and outcomes and will also focus on measuring the student performance at different levels. The college will define each course objective and will integrate it with the learning outcome and the student's performance will be recorded. The faculties will be motivated by the pedagogy and assessment practices to reflect the achievement of high-order learning, and will focus on a student-centric model that mixes with the knowledge, skills A traditional education system relies heavily on a teacher. After the completion of a lecture, learners interact with teachers or clear doubts. The effectiveness of the education system largely depends upon the efficacy of the teachers. But the college will focus on an outcome-based education system built on specific outcomes and will focus on the skills the students acquire following the completion of their studies. Activities in or outside the classroom are designed in a manner to help students achieve these outcomes.</p>
<p>6. Distance education/online education:</p>	<p>Distance education programs can act as a catalyst for institutional innovation. Distance education has been a more cost-effective form of learning, and can sometimes save students a significant amount of money. The Open University or distance education revolutionized the scope of the correspondence program and helped to create a respectable learning alternative to the traditional form of education. The COVID-19 pandemic resulted in moving to online</p>

remote learning through platforms including—but not limited to—Zoom, Cisco Webex, Google Classroom, Google Meet. The programs are offered through online classes and because of its flexible scheduling structure lessens the effects of the many time constraints imposed by personal responsibilities and commitments. And this also lessens the institutional capacity constraints arising from the traditional demand on institutional buildings and infrastructure. So the institution will try to offer a distance education facility with the approval of the Higher Education Department.

NAAC

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
189	189	189	189	189
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
8	8	8	8	8

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1065	891	883	826	768
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
897	897	897	897	897

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
342	259	215	156	142

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
17	17	17	17	17

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
20	19	19	19	19

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 14

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
6.82	6.60	4.18	7.64	8.67

4.3

Number of Computers

Response: 8

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college follows the curriculum prepared and approved by the affiliating university since it is an affiliated college and it does not have any liberty to prepare its curriculum.

The college is affiliated with Hemchand Yadav University, Durg, and adheres to the curriculum prescribed by the University. They update the syllabus periodically for UG and PG courses. Till 2018, one faculty member and the Principal of this college, who were nominated as members of the Board of Studies of Hemchand Yadav University, Durg presented their views. They made their contributions as members of the Board of Studies while preparing/updating the syllabus. At the beginning of the session, the Principal conducts a meeting with the faculty to discuss the matters relating to academic and non-academic activities. To attain the program outcome, the college completes the curriculum within the stipulated time, and to complete the curriculum in time, the college plans and delivers the curriculum effectively through a structured and transparent process. The Programme Outcomes and Course Outcomes are uploaded to the college website. The college prepares the academic calendar following the State government and the University academic calendar. By this, the college sets the goal of curriculum completion. The periods are organized by an effective timetable to complete the teaching-learning system. Because of the shortage of classrooms, the college operates in two shifts. The 1st shift starts with Commerce and PG classes at 7.50 am and the second shift starts with the remaining classes at 10.30. The institute holds the class according to the schedule under proper supervision. The curriculum is delivered through lectures, some through ICT-based lectures, short-term projects, industrial visits, Project works are also modes of imparting quality education. In PG classes, the students are trained how to present papers in seminars (College seminars).

All the departments follow the curriculum designed and prescribed by Hemchand Yadav University, Durg. All the UG courses are offered annual and all the PG courses are in semester mode. The college strictly adheres to the timetable and course plan. The Course Plan encourages the teachers to include various methodologies like ICT, debates, and discussions to ensure effective preparation and delivery of the segment. Internal assessment and class tests are part of the instruction and examination process. All the assignments are evaluated, which provides a fair and objective evaluation system. Daily diaries are prepared by the teachers and daily activities are entered in the daily diaries. These diaries are maintained by the teachers' level and monitored by the Principal. Above all, it also indicates the coverage of the syllabus. The Principal conducts meetings with the teachers regularly. Field visits are organized by the PG departments to give on-the-spot studies. The college prepared the academic calendar of the college in which the probable teaching days, dates of internal examinations, curricular, extension related, a

nd co-curricular activities are mentioned.

File Description	Document
Upload Additional information	View Document

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

Response:

This is a government college, affiliated with Hemchand Yadav University, Durg, hence it follows the academic calendars of government and university. The college also prepares an academic calendar from the year 2017-18 onwards and is displayed on the college notice board for easy accession. The college conducts eight types of internal assessment tests during the academic year, which include monthly, quarterly, half-yearly, and pre-university tests. Timely completion of the syllabus and the assessment are carried out in compliance with the academic calendar. The teachers maintain teaching diaries in which the information regarding the syllabus covered is entered which are monitored by the Principal. The half-yearly test is conducted just like the annual examination wherein question papers are printed and answer copies are distributed to students and the valuation of these copies is carried out by the subject teachers. 10 % of marks obtained in the half-yearly test is submitted to the University for inclusion of these marks in the students' final examination. The results are declared by the University by adding 90% of the marks obtained in the annual examination conducted by the University with the 10% sent by the college.

The academic calendar contains the dates of the following activities.

1. Commencement of classes.
2. Extracurricular and co-curricular activities.
3. Dates of continuous evaluation tests.
4. Possible dates of commencement of annual examinations/semester examinations.
5. Commemorative events, holidays. etc.

File Description	Document
Upload Additional information	View 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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	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: 4

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any 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	View Document

1.3 Curriculum Enrichment

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

Response:

The college aims at integrating various issues like environmental studies, gender sensitization, human values, and professional ethics in its curriculum and teaching pedagogy and keeps focusing on issues related to marginalized sections of the society while following the curriculum approved by the university. In the first year of all the programs, Environmental Studies is taught as a compulsory paper in which environmental sustainability, gender issues, human values, and professional ethics are taught in detail. The subject includes chapters like uses and over-exploitation of the forest, water and mineral resources, concept, structure, and functions of the ecosystem, biodiversity and its conservation, various types of pollution, etc., The concept, meaning, and definition of Human Rights, along with its classification and protection are also included in this compulsory subject. As a part of their study, these students submit a separate project on Environment that is evaluated, and the marks are added to their mark sheet. The results of the final year students are not declared unless they clear this subject.

‘Women Empowerment is in the curriculum of M.A Semester III Paper –V Demography and is taught in detail while the study of Indian tribes and Women is taught in B.A. II Sociology Paper-II.-Contemporary Indian Society.

Truthfulness is none of the most important ethical values that we need to inculcate in the students and this

is done through 'Theft and atonement' by Mahatma Gandhiji. B.A. II Paper- I Essay in the Hindi Language, a compulsory paper. Besides, the units of NSS and Youth Red Cross Society integrate these issues in the college and they used to outreach these issues, and the NSS conduct campaigns while at the annual camps organized outside the campus and tried to reach out to the local villagers. The camp also allows the students to familiarize the prevailing problems of rural India.

For holistic development of students, the college provides a platform for tree plantation, cleanliness drive, aids awareness campaign and thereby the students get to know the society and its environment.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

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

Response: 3.17

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
6	6	6	6	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
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 30.61	
1.3.3.1 Number of students undertaking project work/field work / internships	
Response: 326	
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
Any additional information (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:	
<ol style="list-style-type: none"> 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: C. Feedback collected and analysed	
File Description	Document
Upload any additional information	View 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: 27.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
426	395	350	424	434

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1470	1470	1470	1470	1470

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 71.93

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
871	684	646	549	476

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

At the time of admission, the parent-teacher of the first-year classes collects the achievement or abilities of the students admitted. The parent-teachers conduct personal interaction sessions with the students to know their interests and slow and advanced learners are identified based on the previous academic record. Additional books are provided to the slow learners and special notes are given to the above-average students. The PG students are motivated to present papers during the seminar sessions.

File Description	Document
Upload any additional information	View Document

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

Response: 63:1

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:

The college takes sufficient measures to make the learning student-centric and the students are given opportunities and facilities to undergo participative learning and enable them to become independent. The college believes in the fact that in the learning-teaching process, both teachers and students are learners. For effective teaching, the teacher refines his knowledge and teaching skills, whereas the student with the refined knowledge of the teacher finds it easy to understand the topic. The college adopts the following student-centric methods.

The teaching-learning method adopted by the college includes the Lecture Method, Project Based Learning, PowerPoint Presentations, Video Lectures, Question-Answer session based on the syllabus.

Participative Methods include Seminar presentations, Assignment works. Seminars for the students are organized by the Post Graduate Department where papers are presented by the students on syllabus-based

topics to enrich their learning experience.

Individual learning: The college provides facilities for self-study like SWAYAM wherein the students can access course contents online and can get diplomas and degrees along with the present degrees.

Industrial Visits and Academic Visits. The Post Graduate Departments of the college conduct industrial visits and academic visits regularly for the students to make an on-the-spot study.

Experimental learning: During the practical sessions, student-centric learning is provided. The theoretically learned concepts in the classrooms are tested in laboratory experiments through practical sessions.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Mr. Arun Kumar. V of the department of English has developed a website, www.akumarv.in based on the syllabus of the English Language of Chattisgarh state Universities. The English Language is a compulsory II paper for Undergraduate students. With the help of this website, the students pursuing BA., BSc, B.Com from Chattisgarh can learn and complete the course material prescribed for the English Language anytime at anywhere. The academic year 2020-2021 was affected by the pandemic Covid-19 and therefore it was no option before the teachers to learn, adapt and practice the ICT-enabled tools. The use of computers, the internet, and various online platforms became a common practice not only for the teachers but also for the students. The IQAC of the college coordinated all these efforts of teachers to make e-content and the use of e-resources during the year. The Higher Education Department, Government of Chattisgarh also started an app "HECG ONLINE" for the UG students of the state which contained video classes both offline and online. Facilitated by these programs, the teachers are effectively using ICT-enabled tools like laptops, headphones, the internet, video lectures, audio lectures, PPT presentations, and YouTube links. The teachers of this institution have made 32 videos and then which were uploaded to the college's website, <https://www.govtncjcollege.in/>. Moreover, many PPTs were also prepared by different departments and it is in the college library.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 63:1

2.3.3.1 Number of mentors

Response: 17

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

2.4 Teacher Profile and Quality

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

Response: 88.58

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

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: 47.06

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
8	8	8	9	7

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: 11.29

2.4.3.1 Total experience of full-time teachers

Response: 192

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	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:

The institutional reforms in continuous evaluation system are related to create interest for the study and making the students more familiar with the university examination process. The institutional measures used for the evaluation are to lead the students with full confidence towards the university examination. Hence there is very little scope for grievances regarding evaluation. Every year the college prepares its academic calendar well before the commencement of the academic year incorporating the academic calendar notified by the Higher Education Department. It includes dates of unit tests and half-yearly examinations. The internal assessment of students of Post Graduate classes is communicated by the respective faculty. Any change in the schedule is communicated to the students through classroom briefing by the concerned teacher and the notice board. The college has been conducting the half-yearly examination in the same way as the university conducts the annual examination since 2016-17. The college follows the standard format for the question papers based on Course Outcomes (Cos) for Continuous Evaluations (CE). By conducting this examination the students get an idea of how the

forthcoming annual examination would be. While setting the question papers, the previous year's university examination question papers are referred and the faculty ensures the quality of the question papers. The college takes utmost care to maintain confidentiality while printing the question papers, by giving the responsibility to a senior teacher. Assignments and Project work, Field trips/ academic tours are another form of evaluation process conducted by this college for Postgraduate students. The evaluation of the answer copies is carried out by respective teachers. The teachers are given the freedom to choose the method of conducting the unit tests which includes: home assignments, oral tests, Seminars (for PG students only), Project reports. Compiled marks are displayed and communicated to the students. A record of

evaluation is prepared and kept for the students to know their progress. The students are free to interact with the teachers to resolve grievances, if any, regarding the assessment. The college has also formed a grievance committee to look into all matters.

The student seminars are conducted in presence of all the students of the class thereby providing complete transparency. The Viva-voce and lab copies of practical examinations are evaluated in the lab only in presence of students so that the process remains transparent and the grievances are minimized. The internal assessment/sessional marks are loaded into the university portal.

Likewise, a continuous evaluation is done throughout the year till the students appear in their last university examination. The university conducts the annual/semester examination as per the schedule and timetable which is declared well in advance. 10 % marks of each paper are conveyed to the university before the annual examination, which is then added to the student's university marks. The university evaluates the answer scripts and they are having a well-structured mechanism to address the examination-related grievances in an efficient, transparent, and time-bounded manner. There is a rule in the University for revaluation and re totaling of students' answer scripts after the publication of results and they can apply through a defined process of the university.

File Description	Document
Any additional information	View 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:

The college and the university have a well-structured mechanism to address the grievances of the students. At the college level, all grievances are addressed to the grievance redressal committee which looks into the matter and acts accordingly. But so far not a single student has eve

r raised a complaint of any examination-related activities. At the university level, they are having a well-structured mechanism to address the examination-related grievances in an efficient, transparent, and time-bounded manner. There is a rule in the University for revaluation and re-totaling of students' answer scripts after the publication of results and they can apply through a defined process of the university. If any student is not satisfied with the marks in the university examination, he or she can apply for revaluation, re-totaling after submitting the prescribed fees. The answer copies are again evaluated and the marks are communicated to those students who had applied for. There is also a provision for applying for the photocopy of the assessed answer copy if the student is not satisfied even after the revaluation result. A complaint box has been put up at the entrance of the office where students can drop their complaint, if any.

File Description	Document
Any additional information	View 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:

A well-structured syllabus and clear specification of each course are essential for imparting knowledge effectively. The syllabus is prepared by the University in consultation with BOS after taking into consideration the suggestion put forward by the teachers. The Program Outcomes (PO) are identified after a detailed discussion with the faculty.

The University specifies the semester-wise syllabus for the Post-Graduate program. The Course Outcomes (CO) of some of the courses are given by the university in the syllabus. In case the CO is not specified by the university, the subject teacher defines and identifies the CO.

The POs, PSOs, COs are disseminated to the students through the website of the institute.

The mentors also make aware of the students during the orientation program organized for the first years students.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

At present, the college has 8 traditional programs but the institute has been continuously working on attaining the PO, PSO, and CO because the college believes that these are important parameters for outcome-based education to create an academic environment.

The college evaluates the PO, PSO, CO:

The attainment level for CO is set based on students' participatory levels of curricular, extracurricular activities, marks scored in the Continuous Internal Examinations. In the Post-Graduate level this is set based on the students' participation in seminars, their ability to handle the assignment topics, and their performance in the final year examination. Here the Grade Point (GP) is also taken as a benchmark to measure whether the Course Outcome (CO) has been achieved or not.

1. Students with SGPA (Semester Grade Point Average) of 9 or above are considered to have achieved all the Out Comes of the Course.
2. Students with SGPA between 8-9, 7-8, 6-7 are deemed to have achieved 90 %, 80%, 70% respectively of the Outcomes.
3. Students with SGPA between 5-6 and 4-5 are deemed to have achieved 60 % and 48% of the course outcomes.
4. Students below SGPA 4 do not pass the course.

If a student passes all the semester examination, he is ascertained to have achieved the Program Outcome. The CGPA (Cumulative Grade Point Average) is also taken as a benchmark to measure whether the student has achieved the Program Outcome or not.

If a student passes with CGPA of 9 and above, he is achieved all the Program Outcome.

Program-specific outcomes are measured through both academic and non-academic performances of the students. While calculating the SPO, the student's performance in the Continuous Internal Examination, their participation in other academic activities like practical and assignments, is also taken into consideration.

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

2.6.3 Average pass percentage of Students during last five years

Response: 92.6

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
325	286	236	141	190

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
326	288	253	185	201

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: 3.17

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: 5.88

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[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 programmes

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

File Description	Document
List of research projects and funding details	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:**

The college persistently tries to motivate the students to perform better with the help and guidance of the faculty in a better academic environment. The faculty

put their best possible effort to create a favorable academic environment. When such an environment is created by teachers and students, the result we get is highly satisfactory. The institution believes that acquiring/creating knowledge and passing/transferring it to students is an integral and important mission of the educational institution. The teachers do their teaching work after updating and proving their research capabilities which are reflected in their publications in various journals.

The department of English has developed a website www.akumarv.in that is very useful for all Undergraduate English language students, and is an asset to the academic community. Here the department has created and transferred it to the student community. The first-year Undergraduate students have to submit a project work on various environmental issues before the annual examination and Environmental Studies a compulsory paper for first-year UG students.

More than forty percent of the teachers possess a Ph.D. degree and one of the Ph.D. teachers is authorized by the affiliating university to guide the Ph.D. scholars and thereby transmit the acquired knowledge to the students.

The college provides a pleasant academic atmosphere to the student community and the PG departments conduct academic and field visits to acquire knowledge of real situations where the students get an opportunity to interact with the expert in the field concerned or a specific event. The theoretical knowledge they acquired from the college and practical from the field visits widen their concept. The PG departments organize seminars for the PG students where ideas are incubated and the teachers regularly attend academic events organized by other institutions.

The college provides a beautiful natural landscape conducive to a good academic environment and it believes that a healthy terrestrial ecosystem is vital for good for teaching and learning. The beautiful nature surrounded by trees is a blessing for the students.

The NSS unit of the institution, during its annual camp, creates awareness among the villagers as well as the among the students on environmental benefits by planting trees. Tree plantation and keeping the campus clean and green is a regular process of the NSS unit. The college has decided to stop using plastic on campus because minimizing plastic use is an excellent way to protect the environment.

File Description	Document
Upload any additional information	View 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: 1

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

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

File Description	Document
Report of the event	View 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: 3

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

Response: 3

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

Response: 1

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

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

Response: 0.65

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
4	5	0	1	1

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	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

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
0	0	0	0	0

File Description	Document
List books and chapters edited volumes/ books published	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:

During the last five years, the students and teachers of this college undertook various extension activities that aimed at the holistic development of students and sensitizing them to social issues. The vision and objective of this college visualize the sustainable development of the students and take appropriate measures for promoting the moral and ethical values and social responsibility in the student. The young and vibrant faculty and enthusiastic and energetic students of this college made the vision and objective of the college come true. The NSS unit of this college which has been functional since 1983, enhances the well-being of the neighborhood village through imparting knowledge and transforming actions. Extension activities are also conducted by the Youth Red Cross Society of this college. Some of the notable extension activities of NSS and YRC are :

1. A Successful de-addiction Campaign.
2. Tree Plantation, Swatch Bharat Abhiyan.
3. Ayurvedic Health Awareness Program.
4. Blood Test and Health Check-up Programs.
5. Covid-19 Awareness and Service to Hospital during the Pandemic.
6. Disaster Management Training to the students.
7. Aids Awareness Programs.
8. Distribution of Medicines during the National worm-free day.
9. Road Safety and Traffic rules awareness programs.

In 2016-17 the NSS Program Officer and the campers, during an annual camp organized at a village Armurkasa near Dalli Rajhara, conducted a de-addiction campaign along with the villagers.

File Description	Document
Upload any additional information	View 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: 2**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
2	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	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: 42****3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	8	8	12

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
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response: 69.26**

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
182	552	722	706	768

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

3.5 Collaboration

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

Response: 1

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	0	0

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

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

Response: 1

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
1	0	0	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college is located on 10 acres of land given by the Bhilai Steel Plant on a pristine hilltop on an agreement for 33 years and has adequate physical infrastructure for conducting its teaching-learning process. The college was established as a private college in 1973 as an undergraduate college by a philanthropist, and later on, it was undertaken by the state government in the year 1983. At present, it has 13 spacious classrooms and a smart classroom, a staff room, 6 toilets, and an administrative room with all supportive aids and facilities. The college has a partially computerized library with a collection of 28010 books. The college faces a shortage of classrooms, hence the classes are conducted in two shifts. Thereby ensuring the maximum utilization of the available infrastructure by effective planning.

A. Classrooms:

There are 14 spacious classrooms with sufficient lighting, ventilators, and furniture.

B. Laboratories:

There are 3 well-equipped laboratories and have sufficient equipment for Undergraduate students to carry out the experiments and other practical works.

C. Smart Classroom:

The college has one smart classroom with LED Projector, Sound boxes, a Camera, and a whiteboard. This room is also used for teaching purposes.

D. Other facilities:

Purified drinking water facility, limited WiFi facility. Sports facility (Multi-purpose sports ground, materials required to play cricket)

E. Other rooms:

Principal room, Office room, Staffroom, Library. Departments rooms, NSS, Sports Store, Computer room.

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:

Facilities for Sports & Cultural Activities.

The college is proactive in supporting the students. It has a huge and spacious multipurpose sports ground, materials required to play cricket. Enough facility is provided to the students to play volleyball, Khabbadi, and Kho-kho. Indoor games like Carom, Chess, and limited facilities for Weight Lifting and Power Lifting, because equipment for these two events are shared with Bhilai Steel Plant. Yoga activities are conducted on open ground. The students regularly participate in the Inter-collegiate, Inter-University, District, State, and National level sports activities. Some of the sports students who have represented the college in the National Level Sports Competition come out with flying colors.

The college has the facility to organize the following (a) Outdoor games and (b) Indoor games.

(a) Outdoor games.

1. Cricket.
2. Badminton.
3. Volley-ball
4. Football.
5. Discuss-throw.

(b) Indoor games.

1. Chess.
2. Carrom.

For Cultural Activities.

There is an open stage of size 20' x 25' in the lounge of the green campus where cultural activities are conducted. To inculcate the cultural values in students, the students of this college participate in various cultural activities organized by other colleges and also in Youth festivals. And small cultural programs are organized in the smart classroom because it is fitted with the audio system.

File Description	Document
Upload any 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:** 7.14**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 1

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:** 48.57**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.62353	2.40620	1.86855	1.51000	3.88514

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:**

The college library aims at providing access to its printed materials mainly for the faculty and students of this college and to a large extent it depends on the state government for the up-gradation or addition of new books to the library. The college has a partially computerized library with a collection of 28010 books. The college website has a separate page for the library.

Summary of textbooks and project reports available in the library.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 0.65

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
0.18596	0.19453	0.73007	1.17111	0.94597

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 latest completed academic year

Response: 40.11

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

Response: 434

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college updates its IT infrastructure facilities constantly with limited funds and due to lack of sufficient funds, the updates are not happening as they should. New courses in Computer Science have been started in 2020-21 and a considerable number of computers have been added with wifi facility. The plan for the coming year is to acquire further software of the most modern nature keeping in mind the ever-expanding nature of the IT industry. More academic programs like CCA, Tally are going to start by the departments in the coming years.

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

Response: 133:1

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

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: 57.04

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
6.48043	3.02199	2.24678	3.86500	3.47119

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

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

Response:

The college tries the maximum utilization of the physical and academic and support facilities available for the development of the students. Stock verification of all the items in the college is carried out every year and laboratory chemicals are added as per the need. The library advisory committee supervises the need of the library and meets as and when required to make library purchases. New purchases of books and new equipment/chemicals for the laboratory are made with the consultation of the concerned departments. Before making any purchase, the purchase rule of the state government is followed. All sports facilities are supervised by an Assistant Professor, who is given additional charge of sports, along with college support staff. There is a small cricket ground on the campus which is open to students and they used to play after the class. Students of athletics and weightlifting sports events practice sharing the sports facility of Bhilai Steel Plant. The Bhilai Steel Plant has the biggest iron ore mine at Dalli Rajhara, where the college is located. Dalli Rajhara is the home of iron ore mines that feed for Bhilai Steel Plant (SAIL), Bhilai. Because of the biggest iron ore plant, SAIL has provided sufficient sports facilities at Dalli Rajhara, and the students of this institute are free to utilize these facilities. Hence the college has a shared sports facility for athletics and weightlifting. The college has a facility like a purified drinking water facility.

The general maintenance and upkeep of infrastructure facilities are the responsibility of the institution subject to the availability/allotment of funds from the government since it is a government institute. Minor maintenance/repairing is carried out utilizing the funds of Jan Bhagidari Samiti with prior approval.

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: 64.28

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
762	602	590	486	435

File Description

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

Document

[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

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

Document

[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: E. None of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	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

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

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

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	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: 0				
5.2.1.1 Number of outgoing students placed year - wise during the last five years.				
2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0
File Description	Document			
Details of student placement during the last five years (Data Template)	View Document			

5.2.2 Average percentage of students progressing to higher education during the last five years				
Response: 108.48				
5.2.2.1 Number of outgoing student progression to higher education during last five years				
Response: 371				
File Description	Document			
Details of student progression to higher education (Data Template)	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: 25

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	8	8	4	5

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
Any additional information	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:

As per the Chhattisgarh Govt's order, this academic year also the election of the Students' Union did not take place. But the nominated members of the students' union worked for the students throughout this year. They helped the college administration in planning and executing various activities in college. They actively participated in organizing cultural activities like the celebration of important dates and events in the college. They also persuade their fellow students to participate in cleanliness drive in and around the college with the active involvement of the NSS unit of this college. The department of commerce organized a nuked Natak (street drama) on 10.9.2018 to spread the message of cleanliness and discourage open defecation. Some students are also nominated to the Anti-ragging committee under the chairmanship of the Principal. The academic year 2020-2021 was affected by the Pandemic Covid-19 and hence nomination of students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms) could not be done.

File Description	Document
Upload any 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: 4.6

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
0	8	8	4	3

File Description	Document
Upload any additional information	View Document
Report of the event	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:

The alumni association has been established in 2020 and registered with Registration No 122202176408 as per Societies Registration Act CG 1973. The college organizes meetings of the association to discuss the matters related to the development of the students and college and to share their ideas and expectations from the college administration. The alumni association has enrolled 56 members and they have contributed significantly and the record of the money received is kept in the office.

The college with the association will conduct the following activities for the development.

1. Health awareness activities.
2. Motivation to Juniors.
3. Guidance for the students.

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

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

NAAC

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:

Nemi Chand Jain College (NCJ), Dalli Rajhara was established in 1974 as a private college. The institute is dedicated to the memory of Nemi Chand Jain, a philanthropist and a social worker of this town with a mission to provide the facility of higher education to the students of this backward area. Later in the year 1983, this private institute was taken over by the government and since then it is known as Government Nemi Chand Jain College. The college is located in an Tribal area, and it provides higher education to the SC/ST/OBC and economically weaker section of the society as it is evident from the admitted student's details. In the year 2020-21, 865 students belong to this section of the society which contributes 81 % of the total admission. The majority of the students have agricultural backgrounds and are involved in either agriculture or other allied works. The governance of the institution is reflective of and in tune with the vision and mission of the institution.

The college stands for the sustainable development of students with a vision to provide quality education that enables the students to cope up with their future while creating awareness for higher education. Fulfilling social responsibilities, the regional requirements are addressed through the enrolment of students in the societies like NSS and the Youth Red Cross Society. With the help of these societies, the students are also motivated to serve the nation with excellence and dedication. The objective of the weeklong camps organized by the NSS at a village away from the institute is to inculcate the spirit of selfless service and dedication in the students. All the teachers and the employees work by keeping the students at the center point and always strive to provide opportunities to strengthen the academic, artistic, and sportive potential of the students, and with these, the mission of the institute is being fulfilled. The college aims to achieve the holistic development of students and strives to inculcate good moral values in them through the various lectures that are being organized by different departments. The visit to the orphanages, encourage blood donation among the students, service provided to the hospital by the students during the Pandemic Covid-19 are some of the examples of these activities conducted by the college.

The teachers, employees, and students get representation in the decision-making process. The Principal, who is the highest authority in the institution, is the head of the academic and administrative wing of the college and is assisted by the IQAC, Staff Council, and the Office Staffs. All the academic and administrative issues like budget, purchases, admissions are discussed at various meetings of the committees, in which teachers are involved, approved, and implemented after discussions. By putting the names of the students in various committees, their participation in management is ensured.

Keeping in mind the future needs of the college the perspective plan is prepared in consultation with the IQAC. For the successful implementat

ion of the perspective plan, the IQAC forms a strategic plan for each a cademic year.

The college has been seriously working to achieve the objective of the college and to accomplish the various recommendations made by the previ ous NAAC team.

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:

To ensure the effective and smooth functioning of the college, a shift from top to bottom has been replaced by the bottom to top. The planning and decisions are taken by various committees formed by the Principal. All the academic decisions are taken in the Staff Council meetings and through the faculty members and other office staff of the college the college functions and caters to the needs of its beneficiaries, thereby showing an example of making the governance decentralized. The Principal forms several committees and the function of these committees is to assist the Principal. The college has a Jan Bhagidari Samiti which has representatives from teachers, farmers, industrialists, former students, and parents.

Students are also part of various college committees. The process of decentralization and participative management is realized through the inclusion of students and faculty as members. An example of the participative management system is visible in the activities of YRC and NSS.

A Case Study

De-addiction campaign at Village Armurkasa, Near Dalli Rajhara, Dist-Balod, CG

When the NSS Program Officer along with the group leader and other stud ents of the NSS unit of this college met the Sarpanch of Armurkasa Vill age on 10.11.2016, he told them that alcohol abuse is at its peak in th e village especially among the youths. They have been not only creating ruckus in public places but also posing threat to their family and soc iety. Therefore, as requested by the Sarpanch of Village Armurkasa, the re is a need to run an alcohol de-addiction campaign in their village.

Through programs on awareness on de-addiction one can overcome, the Program Officer discussed the matter with the Principal of the college, he then asked to work for alcohol de-addiction in that village through a special campaign. Then it was decided to set up a seven days annual camp in the said village from 29.12.2016 to 4.1.2017.

Problem faced:

When the Program Officer and the group leader of the camp were trying to explain to the youths the importance of life and the concerns of others who are depending on them and advising them to say goodbye to alcohol, 4 youths of that place came and started creating ruckus outside the campsite. Because of this, there was a feeling of fear in the minds of the campers and for some time a street-like atmosphere was created. The Program Officer contacted the women commando team of the village. Forming 2 teams of 10 college students in each team, they started patrolling the night with the women commandos and other members of the Village Panchayat and started the task of catching the drug addicts and leaving their homes. And this activity continued till the end of the camp. On the last working day of the camp, the villagers honored the Program Officer and the campers for the de-addiction campaign.

The aftereffect:

One month after the camp, it was told that many of the youths have resolved not to take alcohol and now there is no ruckus in public places.

File Description	Document
Upload any additional information	View 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:

The recommendations of the NAAC peer team were seriously discussed after the 1st cycle and sent the recommendations to the higher authorities for implementation. A proposal to enhance and improve the physical infrastructure was sent for approval. With the help and suggestions from all stakeholders, the college has prepared its strategic plan to fulfill the academic requirements, extracurricular activities, sports, and the utilization of infrastructure facilities. These plans were designed after extensive consultation with faculty, staff, and members of Jan Bhagidar Samiti during its meeting.

A help desk is made available for parents and students seeking admission to ease the process.

The College's Perspective Plans are :

1. Improve and enhance the infrastructure and introduce more academic programs.
2. The existing building is inadequate, therefore, construction of new rooms is to be initiated.
3. To strengthen alumni participation.
4. To implement web-based management in administration and academics.
5. To start Value-added courses for the all-round development of the students and also to provide employment-oriented education along with identifying the skill talents in them.
6. To focus on renewable energy and to initiate the installation of a Solar Power Plant.
7. Fully computerization of Library.
8. Enhance ICT facilities in teaching and learning.
9. Strengthen the community-based services to address the socio-economic issues through NSS and YRC.

File Description	Document
strategic Plan and deployment documents on the website	View Document

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

Response:

Administrative & Academic

This is a state government college and all the recruitments, selection, and postings are done as per the CG State government rules. All policies are executed under the guidance of the Secretary, Higher Education. The state government appoints a Commissioner, Higher Education, and under whom there are four Divisional Additional Directors. The Principal as the head of the institution pays attention to the smooth functioning of the administrative and academic activities besides implementing the directives of the Higher Authorities. All the teachers and the office staff help him to discharge his duties efficiently. The Principal

seeks suggestions and opinions on matters of importance from staff as and when required and he frequently does this. The Staff Council, a statutory body, which consists of all faculty members, and the different committees the Principal constitutes during the year supports him to perform the academic and administrative duties. All the committees work under the guidance of the Principal to achieve the planned goal of the session and the work of each committee is defined. The coordinator of the admission committee supervises and conducts the admission to various programs after meeting with other members, and any problems, if encountered, are brought to the knowledge of the Principal. The Purchase committee looks after the purchases. The Principal at the beginning of the academic year convenes a meeting of all staff and discusses and finalizes the academic administrative plans of the year. There are at present 17 Assistant Professors and their chief work are to teach simultaneously they have to perform some administrative works. The faculty is responsible for the day-to-day academic activities and the IQAC ensures the quality of teaching and learning.

Principal:

The Principal plays a major role in the growth and development of the college. He keeps a healthy relationship between the teaching and non-teaching staff and addresses and settles their grievances whenever it comes to him. The planning and implementation along with maximum utilization of funds given to the college is a major duty of the Principal. He encourages and motivates the students and staff through scholarships and felicitations. He also encourages the faculty to attend seminars and to present papers and also to publish research papers in peer journals.

Faculty:

They implement the policies designed by the state government involving the students if they are needed. By organizing various extra-curricular and co-curricular activities, they ensure the overall development of the students. **Service Rule:**

The institution strictly follows the Service Rule of Chattisgarh State. The guest faculty are appointed by the Principal as the direction of the Higher Authorities.

Committees :

For the smooth and effective functioning of the college, the Principal constitutes the following committees/in-charges.

1. Admission. 2. Sports. 3. Disciplinary. 4. Library. 5. SC, ST, OBC Welfare/Scholarship. 6. Purchase. 7. Youth Festival./Cultural Activities . 8. Grievance Redressal Cell. 9. CASH 10. UGC/AISHE/NIRF/RUSA.

11. Students Union 12. Academic Calendar. 13. NAAC. 14. Anti-ragging. 16. Internal Audit. 17. Parent-teacher 18. College Prospectus. 19. Help Desk. 20. **Jan Bhagidari Samiti.**

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	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
Screen shots of user interfaces	View 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:

General Welfare Schemes for teaching and non-teaching staff.

Since this is a government institution, and the government is conscious about the welfare of its employees, and does much for the comfort (intellectual or social improvement) of its employees over and above the salary paid. The employees are provided facilities and amenities for their betterment. Traditionally, most benefits used to fall under one of the two major types of employees benefits, namely, insurance, retirement plans. Hence, the institute effectively implements the welfare schemes for its teaching and non-teaching staff and believes that one can give one's best when one is happy with work.

The teaching staffs are eligible for all those schemes which are meant for government servants. Some of the available facilities are General Provident Fund fund for those teachers who were appointed before 2005 and for those who were after 2005-

1. Contributory Provident Fund.
2. General Insurance facility.
3. Medical Leave.

4. Study Leave.
5. Loan facility.
6. Maternity leave for women teaching staff.
7. Medical Reimbursement as per the provisions of the state government.
8. Insurance coverage facility, Provident Fund Contribution (CPS also).
9. Ex- gratia.
10. Compassionate appointment to the next kin of the deceased employee.

Leaves: The Institute provides various leaves to facilitate all its employees.

Gratuity: All employees are eligible for Gratuity after completion of continuous service of a minimum of 5 years.

General Welfare Schemes for Non-teaching staff.

General Provident Fund fund for those employees who were appointed before 2005 and for those who were after 2005-

1. Contributory Provident Fund.
2. General Insurance facility.
3. Medical Leave.
4. Uniforms to Class IV, Laboratory attendants.
5. 6 months Maternity leave for women staff.
6. Medical Reimbursement as per the provisions of the state government.
7. General/Contributory Provident.
8. Insurance coverage.
9. Computer allowance for Grade II, III.
10. Uniform and washing allowance for Grade IV employees. Advances like 11. Food grain advance.
12. Festival advance.
13. Exemption of tuition fees of wards of in-service staffs of this category.

14. Compassionate appointment to the next kin of the deceased employee.

General Welfare Schemes for Students.

1. Full waiver of tuition fees of SC/ST. and girl students.

2. National Merit Scholarships.

3. The state scholarship for Below Poverty Line students.

4. Financial assistance is given to those students who participate in sports and other cultural activities or those who represent the college at higher levels. Counseling at the time of the first admission.

File Description	Document
Upload any 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: 0

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

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

File Description	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: 9.41

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

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

File Description	Document
IQAC report summary	View 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:

For Teaching Staff.

The institution implements the state government's systematic and effective Performance Appraisal System for teaching and non-teaching staff in which the devotion and commitment towards the institution are duly appraised. At the end of each financial year i.e. 31 March, both the teaching and non-teaching staff are to fill up the performance appraisal form, designed by the Higher Education Department, CG. The format for teaching staff the following activities conducted by the faculty member throughout the academic year.

1. Teaching- Number of periods allotted and taken.

2. Report of the responsibilities given.
3. Involvement in research activities & Number of research papers published.
4. Number of Seminars/Conferences/ Workshops attended.
5. Information on guiding Ph.D/M.Phil scholars.
6. Participation in college activities.
7. Curricular designing, Examination duties, Valuation works.
8. Number and nature of leaves taken.

Daily diaries are prepared by the teachers and daily activities are entered in the daily diaries. Above all, it also indicates the coverage of the syllabus. The principal takes meeting every month in which these dairies are checked.

The filled annual appraisal formats of the faculty members are assessed by the Principal and with his remarks sent to the Higher Education Department for final assessment along with the PBAS (Performance Based Appraisal System) and API (Academic Performance Indicator) Score. While assessing the performance appraisal of teaching and non-teaching staff, the feedback obtained from the various stakeholders is considered. To maintain the quality in Higher Education, API has been introduced by the UGC in 2010 and is a quantitative approach to measure the quality of teaching staff. These

For Non-Teaching Staff.

Non-teaching staff like librarians, Office Staff, Laboratory staff, and other supporting staff are also required to fill up the Annual Confidential Report, designed for them, assessed by the Principal, and with his remarks sent to the Higher Education Department for final assessment. The performance of the non-teaching staff is assessed by the Principal on their performance on various parameters throughout the academic year.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The accounts of the institute are internally and externally audited regularly. Various funds are available in the college like PD (Personal Deposit- government account) Janbhagidari Samiti Account, UGC, and the annual budget allotted by the government. The college conducts an internal audit of accounts at the end of

every financial year by an internal auditor and it is an ongoing continuous process and one of the faculty members of the department of commerce is given the responsibility of conducting the internal audit of all the accounts.

The external audit is carried out in two ways. One with the help of CA and the other by the Higher Education Departmental Audit and CAG.

The account of Janbhagidari Samiti (Public Participation Committee) is audited every year by a renowned CA who is appointed by the Principal for conducting its financial audit. Before the audit of CA, the income and expenditure are submitted to Samiti for approval. This brings financial transparency to the financial issues of the Samiti. The last internal audit of the Samiti was conducted in the financial year 2020-21.

Another external audit of the government account of this college is conducted by the Department of Higher Education. And the last departmental audit was done in the financial year 2020-21 and the objection raised by them is solved and a compliance report is sent to the Department of Higher Education for the final removal of the audit objections. The auditors both internal and external vouch for the payments with the supporting documents.

Besides, the Principal constitutes Physical verification committees which include teaching and non-teaching staff as members. At the end of every year, the committee physically verifies and checks the consumable and non-consumable stocks of every department.

File Description	Document
Upload any 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:

The availability of funds is not only essential but also important for the development of an institution. This college is a government institution and therefore, the major part of financial need is met by the Department of Higher Education Chattisgarh Govt. The college is registered under 12(B) of the UGC act, and therefore, it used to get grants under various heads from UGC till 12th Plan which were utilized effectively. The institution has a well-defined and systematic approach to ensure the maximum utilization of the fund received. Funds received from the state government other than for salary are utilized strictly as per the instruction and conditions laid down in the allotment letter. The salary expenditure is met by the state government besides providing funds for the purchase of books in the library, science laboratory equipment, purchase of furniture, etc., During the month of July-August, the college prepares a budget which includes the expenditure of last year and proposed amount for the coming year, for the college and submits it to the Department of Higher Education.

The Jan Bhadigadri Samiti fund is used for enhancing IT, student amenities, and securities.

Optimal utilization of resources.

The college maintains and updates its infrastructure from time to time. It has prepared its policies for the effective and optimal utilization of the resources. Last year, the collector of this district has provided Rs. 12.00 lakhs for the repairing of the old building. The funds from JanBhagidari Samitis are also utilized for the academic and infrastructural development of the college with the approval of the Samiti. The cost of the maintaining of the building is borne by the Public Works Department of the state government.

Because of the shortage of classrooms, the college operates in two shifts. The 1st shift starts with Commerce and PG classes at 7.50 am and the second shift starts with the remaining classes at 10.30 and this way maximum utilization of the building is done.

Therefore, in a nutshell, it is mentioned that all the funds available and received are utilized keeping in view to enhance the quality of education and the infrastructure of the college.

File Description	Document
Upload any 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:

The Internal Quality Assurance Cell (IQAC) was constituted in the college to enhance and monitor the quality of academic activities. The IQAC has been given the responsibility of the planning, executing, and

monitoring quality-related activities. The cell supports the teaching and learning goals stipulated in the college's perspective plan besides creating an academic environment on the college campus. With the support of the cell, the college has introduced new practices like feedback from students, employees, parents, and alumni. The IQAC holds two meetings in a year, one in July and another at the end of the session. Because of the positive motivation of the cell, one of the teachers has been recognized as a Ph.D. supervisor.

The IQAC works with the following goals.

1. Obtaining and analyzing the feedback of students, employees, parents, and alumni on the quality-related process of the institute.
2. Submission of AQARs.
3. Coordinating the extension activities of the institute for community development.
4. Coordinates the alumni meetings.
5. Develops quality culture among the faculty.
6. Documenting the quality initiatives taken by the college.

Practice institutionalized: 1

Continuous Internal Evaluation of students is a practice institutionalized by this college. The evaluation is carried out during the academic year. The half-yearly examination is conducted as per the academic calendar and it is conducted in the same way as the university conducts the annual examination. By examining this way, the students get an idea of how forthcoming the annual examination would be. Internal examinations are conducted as per the academic calendar of the college and the answer copies are evaluated by respective teachers. The IQAC also coordinates the PG department to organize field visits for academic excellence. The students are benefitted from the field visits.

Practice institutionalized: 2

Obtaining and analyzing the feedback of students, employees, parents, and alumni on the quality-related process of the institute. After the cycle 1 accreditation, the IQAC started the process of feedback. In the first year, it took only from the students and this process has been expanded and in the year 2020-21, took feedback from all its stakeholders. The practice of environmental and academic (departmental) audits has also been initiated by the Cell.

File Description	Document
Upload any additional information	View 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:**

The IQAC has been formed in this institution as per the guidelines of NAAC and the main responsibility of the cell is to monitor the academic and administrative activities and ensure quality. Effective teaching-learning procedure plays a major role in quality assurance. Therefore, through the IQAC, the college reviews the teaching-learning process, structures, and methodologies of operations and learning outcomes at its meeting.

Since the Principal is head of academic activities of the institution, he reviews the teaching-learning process with the help of departments and IQAC.

Continuous Internal Evaluation of students is a practice of this institute and is done through class tests, assignments, and the progress of the students is recorded by the departments. The Principal inspects the daily dairies of the faculty keeping the given academic calendar.

The following are the two examples to enhance the teaching-learning process.

1. The Use of ICT in classrooms encouraged.
2. The IQAC has initiated preparing and submitting the AQAR to NAAC.
3. The IQAC has initiated to constitute the Alumni Association.
4. Obtained and analyzed the feedback from students, parents, employees, and alumni.

File Description	Document
Upload any additional information	View 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 initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

To spread awareness among the students on the issue of gender sensitization which is a critical issue and needs to be addressed, the college organizes programs and events at various levels. An analysis of the students admitted for the last five years of the college shows that more than 60 percent of the admitted students are girls. The college is committed to providing safety and security to all students and has more responsibility to take care of the safety and security of girl students and female faculty members. At the beginning of the academic session, the parent-teacher of the class organizes an orientation/induction lecture for the newcomers, where special attention is given on this topic and advises students to follow the **No Discrimination Policy** and hence the students enjoy the warmth of co-education on the college campus. In a move to create awareness among students as well as among the local citizens, and to spread the message of the Hon'ble Prime Minister, the Department of Commerce has organized a Nukkad Natak (a Street Drama) on '**Beti Bachao Beti Padhao**' on **10.9.2018**. In another move to create awareness about the **legal rights of women, a competition on this topic was organized on 29.11.2017**.

The college has a Committee Against Sexual Harassment (CASH) to take necessary action against the sensitive issues of girls students. The college has zero tolerance towards any such violation of the law. The college campus is under the surveillance of CCTV cameras and the footage is often seen by the Principal and or / members of the committee. The entire college activity functions with the co-existence and all the students and the faculty members perform without any discrimination.

The college also has an Anti-ragging Committee as per the guidelines of the State Govt. and UGC which consists of senior faculty members and a weekly vigilance report is submitted to the Principal. An online affidavit is taken from the students after they are admitted to the program about their non-involvement in ragging activities. The college caters to the needs of society and ensures and promotes gender sensitization, biological aspects of genders, and socialization of men and women with the help of the following committees.

1. CASH
2. Grievance Redressal Cell.
3. Anti-ragging Committee.
4. Parent-teacher.
5. A Complaint Box.

These committees also function to promote gender equity and also deal with the related issues of girl students and female faculty members, and suitably redress the grievances in a time-bound manner other than the duties assigned to them. In collaboration with the local police station, a separate complaint box for

girls has been put up.

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
Link for annual gender sensitization action plan	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

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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:

Solid Waste Management.

The college has a lounge of green campus and gives top priority to keep the campus clean and eco-friendly. To make a healthy campus the college takes waste management as an integral part of maintenance. The institute is located away from the congested city environment and the students and staff enjoy the natural beauty of the campus. Above all those who come to this college for the first time will be fascinated by the natural beauty. All possibilities to enrich the environment are explored and implemented in a planned way.

Two separate blue-colored waste disposal dust bins are kept at different places on the campus for solid waste.

Liquid waste management.

Two separate green-colored disposal bins are kept for liquid waste collection at different places on the campus. In addition :

1. Acid and acidic chemicals from the laboratories are neutralized by adding water by the chemistry department staff.
2. Expired liquid wastes are treated by dumping at designated places by the local authorities.
3. All wastewater from toilets, bathrooms, etc. is connected to the septic tank and the waste from the septic is discharged to the underground sewage system of the college.

E-waste management.

The college has adopted a policy of repairing the non-working laboratory equipment, computers, monitors, printers as far as possible, and if not, then these are considered as scrap materials and are stored in a separate room. The discarded wastes other than those mentioned above, like OHPs, Slide Projectors, etc. will be disposed of as and when the college gets permission from higher authorities as this is a government institution. In addition:

1. The cartridges of laser printers are reused through refilling.
2. E wastes are kept in a separate room.

File Description	Document
Any other relevant information	View 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: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View 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: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Link for any other relevant information	View Document

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

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	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: B. 3 of the above

File Description	Document
Any other relevant information	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:

This is the only college in the town and most of the students taking admissions in the college belong to the nearby villages. Since it is a government college, it follows the rules of the state government in the admission process. After a lot of care and scrutiny, the admission process is completed. And also take care of filling the seat which has been earmarked for reservation of different categories. The committees which are formed by the Principal are well balanced with the representation of each category.

The Jan Bhagidari Samiti (Public Participation Committee) formed by the college, according to the instruction of the government, is a unique example of inclusiveness.

The members of this committee represent farmers, industrialists, alumni, parents, members from SC/ST /Women category, and nominees/representatives from MLA, MP, and the government.

The college plays an effective role in maintaining peace and integration in the town and organizes activities to inculcate the values of tolerance and harmony among the students. Despite the college being located in an urban area, the majority of its students come from nearby villages. Hence, the college believes that the activities which the college conducts to inculcate and promote values of tolerance and harmony will have a very positive impact on the society's culture and communal thoughts directly. Activities like awareness rallies and disseminating the government program meant for villagers are organized. One of the aims of the NSS annual camps that are organized in the villages is to inculcate/promote values of tolerance and harmony among the villagers.

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:

The college is fully aware of the fact that it has a role to play to shape and influence the students to make them next-generation students. A large flex on the main entrance of the college is displayed depicting the Preamble of the Constitution of India and everyday students and members of staff get the opportunity to read and understand the very essence of the Constitution of India before they enter. We, the members of staff and the students are committed to the Constitution of India in word and spirit. On Constitution Day, collecting staff and students the college renews its pledge to the Constitution by repeating the Preamble of the constitution aloud word by word.

Some Specific instances:

1. **On Republic Day and Independence Day** all teachers and students gather on the playground and the Principal hoists the National Flag after which the Independence Day/Republic Day message is given to all and reminds them of their fundamental duties.

2. Organises Pledge to Vote on **National Voters' Day**.

3. **Surgical Strike Day** is celebrated on 28 September every year.

4. **Unity Day** is celebrated to commemorate the birth anniversary of Sardar Vallabh Bhai Patel and to propagate a sense of unity and integrity.

5. A flex is displayed at the main entrance of the college depicting the 11 fundamental duties of citizens.

6. Another big flex is displayed at the entrance depicting the Preamble of the Indian Constitution.

7. The photos of Param Veer Chakra awardees, the highest heroism award given to those officers of highest degree of bravery, are displayed at the entrance of the institution to remind the employees, students of the sacrifices made by our soldiers in the post independence era. A video of this is also uploaded in the you tube. **Link : <https://www.youtube.com/watch?v=bvKqymMsPrU>**

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	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: C. 2 of the above

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

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

Response:

The college habitually organizes many days which are of social, international or festive importance and also organizes programs on birth/death anniversaries of great Indian personalities to enlighten the students as well as to motivate them to contribute the nation building process. The institute also pays tribute to all those national heroes on their birth/death anniversaries and organizes competitions like elocution, poster writing etc., Events are organized during the following important commemorative days.

International Womens Day.

International Human Rights Day.

World Aids Day.

National Yoga Day.

National Voters' Day.

Republic Day.

Independence Day.

Hindi Day.

Birth day of Swami Vivekananda.

National Unity Day.

Birth day of Mahatma Gandhiji.

National De-worming Day.

Surgical Strike Day.

Teachers' Day.

Constitution Day.

These are some of the important days observed every year.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	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 Practices 1

Title of the practice: Scholarships to Needy.

The objective of the Practice.

One of the missions of the college is to promote an academic environment in the tribal belt and to provide opportunities to students to strengthen their academic potential, and one of the objectives is to provide a strong base for higher and professional courses. With this mission and objective in mind, the college ensures that no one is deprived of higher education in the absence of finance. The college administration works with students on the top of their minds.

It has been observed from the profile of many of the students joining various programs of the college that they are coming from rural areas with low economic/financial background and their parents are unable to provide them sustained financial support to continue their studies. The reason, their parents depend on agricultural income and agriculture is not a source of assured income. Moreover, Hence, the great noble objective of this practice is to :

a) to provide financial support to all poor students irrespective of their caste, creed, or religion and to continue their studies.

b) to promote equality among students and to ensure that every student has an equal opportunity to make their talents.

c) to inculcate human values like generosity and social responsibility among the beneficiary student.

With the financial help, the beneficiary student can complete his/her degree and they would treat the needy and whenever a necessary person comes to him in the future for any financial help which if it is in his budget, he will not disappoint him. That is the outcome the college is expected from this practice.

The Practice.

The scholarship is an award of financial aid for a student to continue his/her education at college, university, or any other academic institution. Usually, these scholarships are awarded based upon various criteria such as academic performance, diversity, and inclusion. The scholarship recipients are not required to repay the scholarship amount, but it is paid to meet certain requirements during their period of education. The college provides three types of scholarships viz., Merit-based, Need-based, and Student-specific.

The Context.

As per the government rules, students belonging to Scheduled Caste, Scheduled Tribes, and if the annual income is below Rs. 2,50,000, and Other Backward Classes if the annual income is below Rs. 1,00,000 are eligible for scholarships. The students apply for the scholarship and the documents required for their eligibility are verified by the college and sends for final approval. From the year **2015-16 till 2020-21** an amount of **12361154** in the form of scholarship was distributed by the college to **3292** students of these categories which is **63.44** percentage of total admitted students. So from the above data, it is evident, that without financial assistance from an external source completing the education of rural youth will remain a dream and extending all possible financial support to the deserving students and help them to realize their fond dream of acquiring higher education, the college fulfills its mission and objective. The amount of the scholarship is transferred directly to the student's bank account. The concerned clerk collects and one of the nominated teachers verifies the application and the bank account details of the beneficiary student. A considerable number of the students of the college come from economically weak families and the Below Poverty Line. Their application for the BPL scholarship is collected, the amount is calculated and the required amount is demanded from the government which is then transferred to the student's bank account.

Evidence of Success.

The college wishes to measure the result and success of the practice in the following manner:

Number of students benefited by scholarships provided by the Government year wise during the last five years.

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	427	435	476	590	602

From the above chart, it can be seen that the number of students who benefited from scholarship has increased as follows.

There is an increase of 1.87 % in 2015-16
And an increase of 9.42 % in 2016-17
An increase of 23.94 % in 2017-18
And an increase of 2.03 % in 2018-19
An increase of 24.08 in 2019-20.
And finally an increase of 27.00 in 2020-21

An overall increase of 14.72 %

1. Due to this practice of scholarship to the needy, the college has witnessed an increase of 22% in the enrollment of SC/ST/OBC

Students.

2. The college is proactive in completing the government formalities and sending the approval and transferring the money to the students on time

and hence it enjoys special recognition from the students.

3. The college has distributed Rs. **8322154-00 to 1957** students belonging to SC/ST and OBC categories, and Rs. **4039000-00 to 1335** students

who come under the Below Poverty Line since 2015-16.

Problems encountered.

The college implements the practice successfully even though some students try to cheat the system and make efforts to take undue advantage of the practice and try to get the scholarship amount. One such incident has happened in 2019-20 where a student has tried to deliberately fill two scholarship forms. The institution tackles the issues with proper vigilance. Administering the scholarship directly will of course take up considerable time and resources from within the organization but the administration exercises full control over the quality of scholarship management. That's a big advantage. Done right, everyone wins: students pursue their dreams, the institute achieves its mission.

Best Practices 1

Title of the practice: CAM (Continuous Assessment and Monitoring)

The objective of the Practice.

CAM is a short form used for a camera that records what happens. Here CAM denotes the Continuous

Assessment and Monitoring and recording of the students' performance. The college stands to provide opportunities for sustainable development of students and to create awareness for higher education while providing opportunities to strengthen their academic potential. This academic environment of the college determines the success journey of the students. The practice of continuous assessment helps the faculty members to keep a record of the performance of the students. In every walk of life, the process of continuous evaluation takes place in one or the other form. It is only through evaluation that one can discriminate between good and bad. In education, the success of a student in his aims is determined not only by his participation in the evaluation process but the institute's efforts in attaining the aims are also taken into consideration.

This practice aims to achieve qualitative improvement in education through valuation

The Context.

The evaluation of student's performance is an integral part of the teaching-learning process and continuous evaluation is carried out for continuous improvement. The college conducts Units Tests and Half Yearly Examinations as per the academic calendar prepared every year. After the completion of each unit, each subject teacher organizes a unit test, and the result is entered in a register for the record. Such tests are helpful for academically poor students as they get a chance to know their performance. The experience shows their improvement in the next tests.

The half-yearly examination is conducted in the same way as the university conducts the annual examination. Printed question papers and Printed answer copies are used for this, and by conducting such an examination the students get an idea of how forthcoming the annual examination would be. Attendance of the students is taken and the evaluation of the answer copies is carried out by respective teachers. 10 % of marks obtained in each subject in the half-yearly examination is forwarded to the University for inclusion of these marks in the students' final examination.

Individual paper presentations are also organized in the PG classes to improve the performance of students as a part of the evaluation. Assignments and Project work, Field trips/ academic tours are other forms of the evaluation process that the college used to conduct. The Project work, Field trips/ academic tours are at present organized only for the PG students. Sessional examinations are conducted per semester and the evaluation marks are noted for sending to the University as internal assessment marks.

Evidence of Success.

The overall pass percentage of **2015-16: 76%, 2016-17: 94%, 2017-18: 76%, 2018-19: 93% and 2019-20 : 99%** is the success story of this practice.

Problems encountered.

1. While maintaining the secrecy, printing the question papers at the local level was the major problem that arose in the beginning. Therefore, a tradition was made to print the question papers a day before each subject and the concerned teacher was given the responsibility of printing from the authorized printing press or agency.

2. Since the question papers are not to be printed in large quantity, therefore many printing presses have refused to undertake the work. And then it was decided that the college prepare the computer printed

question papers and get them photocopied from photocopy center authorized by the college under the supervision of the subject teacher.

3. The **Continuous Assessment and Monitoring** system has been met with some criticism also from some corners that the college has made the students guinea pigs by introducing this kind of innovation.

Even though, the college has been successfully implementing this system since 2015-16 onwards.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

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:

A2 (“Any Time Anywhere”) Teaching-Learning

A2 is a text message abbreviation meaning Anytime Anywhere commonly used in newsgroups and chat rooms and other real-time text-based online communication.

“Anytime Anywhere” also means the expression of dedication, endurance for achieving a goal, viz., the goal of outreaching the students. This new concept is to teach and learn the English Language to UG students of Chattisgarh.

Mr. Arun Kumar. V of the department of English has developed a website, www.akumarv.in based on the syllabus of the English Language of Chattisgarh state Universities. The English Language is a compulsory II paper for Undergraduate students. With the help of this website, the students pursuing BA., BSc, B.Com from Chattisgarh can learn and complete the course material prescribed for the English Language anytime at anywhere. The website offers the chapter’s grammar exercises and its answers along with questions and answers of the chapter.

An academic website is the best place to share professional accomplishments with students. If the information given helps the students that is a huge benefit. The department of English provides the information that the students want to know. www.akumarv.in is a students guidance portal that offers English Language study materials, notes, and more for the undergraduate students of Chattisgarh. This is an exclusive website that caters to the need of students of Commerce, Science, and Arts and provides them online coaching facility. With over 35 years of experience in teaching with the Department of Higher Education, Mr. Arun Kumar has developed this site, based on the university syllabus of Chhattisgarh for the Foundation Course (English Language), and tries to ensure that students learn proper grammar

prescribed for their course. It also offers a comprehensive range of training and exercises aimed at helping students to practice their English grammar for Foundation Courses (English Language). As of this date, as many as 365000 have logged on to this site www.akumarv.in and took advantage of this facility.

Such an academic site useful to the entire students of Chhattisgarh is nowhere in the state. So the college stands alone providing such a big service to the state shows the institutional distinctiveness.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institute is committed to fulfilling the objective of providing holistic education to students. For this two best practices namely **Scholarships to Needy and CAM (Continuous Assessment and Monitoring)** have been adopted. A wide range of activities like Cleanliness, Personal Health, Plantation, and Voter Awareness Program are organized during special camps in the nearby villages. A considerable number of students have participated in these activities. The institute attempts to sensitize students and employees towards constitutional obligations by displaying a flex at the entrance depicting the Preamble of the Indian Constitution and the Fundamental Duties. The hazards of polythene in our country are already alarming and have adversely affected human life across the nation. Taking a lesson from this alarming situation of polythene hazards, the college has decided to ensure a polythene-free atmosphere on the campus.

Concluding Remarks :

The College intends with a broader perspective towards grooming the students as the generation- next students with the three objectives viz. Academic excellence, Personality development, and social commitment. An effective communication channel is formed in the institution with the stakeholders to obtain feedback on the curriculum from students and stakeholders which are then analyzed to take action if required. College has yet to make a big leap in the area of research. The college has signed official MoUs with an institute to make faculty exchanges for the benefit of students. The faculties are encouraged to participate and present research papers in national and international seminars and conferences. College also encourages the students to take an active part in extension activities for the social cause. Under the best practices, many students are benefitted from various scholarships schemes. Though the alumni association was formed recently, the college keeps constant touch with them by calling the meetings and they are very supportive and provide all required factors for the benefits of students as well as for the college.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: A. All of the above</p>																																								
1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 327 Answer after DVV Verification: 326</p>																																								
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1065</td> <td>891</td> <td>883</td> <td>826</td> <td>768</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>426</td> <td>395</td> <td>350</td> <td>424</td> <td>434</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1470</td> <td>1470</td> <td>1470</td> <td>1470</td> <td>1470</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1470</td> <td>1470</td> <td>1470</td> <td>1470</td> <td>1470</td> </tr> </tbody> </table> <p>Remark : Input edited as per given HEI clarification response, only students admitted to first</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1065	891	883	826	768	2020-21	2019-20	2018-19	2017-18	2016-17	426	395	350	424	434	2020-21	2019-20	2018-19	2017-18	2016-17	1470	1470	1470	1470	1470	2020-21	2019-20	2018-19	2017-18	2016-17	1470	1470	1470	1470	1470
2020-21	2019-20	2018-19	2017-18	2016-17																																					
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1470	1470	1470	1470	1470																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
1470	1470	1470	1470	1470																																					

semester are consider

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:

2020-21	2019-20	2018-19	2017-18	2016-17
871	684	649	549	476

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
871	684	646	549	476

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 : 191

Answer after DVV Verification: 192

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:

2020-21	2019-20	2018-19	2017-18	2016-17
286	286	236	141	177

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
325	286	236	141	190

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:

2020-21	2019-20	2018-19	2017-18	2016-17
288	288	253	285	188

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
326	288	253	185	201

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

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

Answer before DVV Verification : 1

Answer after DVV Verification: 3

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

Answer before DVV Verification : 1

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
182	552	722	706	854

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
182	552	722	706	768

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 1

Remark : Input edited as per given HEI clarification response.

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

4.1.4.1. **Expenditure for infrastructure augmentation, 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
62353	240620	186855	151000	388514

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.62353	2.40620	1.86855	1.51000	3.88514

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

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

Answer After DVV Verification: E. None of the above

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
18596	19453	73007	117111	94597

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.18596	0.19453	0.73007	1.17111	0.94597

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)**

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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
578589	216502	182775	151000	294430

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.48043	3.02199	2.24678	3.86500	3.47119

5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 510 1046 645"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>762</td> <td>602</td> <td>590</td> <td>476</td> <td>435</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 723 1046 857"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>762</td> <td>602</td> <td>590</td> <td>486</td> <td>435</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	762	602	590	476	435	2020-21	2019-20	2018-19	2017-18	2016-17	762	602	590	486	435
2020-21	2019-20	2018-19	2017-18	2016-17																	
762	602	590	476	435																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
762	602	590	486	435																	
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years</p> <p>Answer before DVV Verification : 410</p> <p>Answer after DVV Verification: 371</p> <p>Remark : Input edited as per given HEI clarification response.</p>																				
5.3.1	<p>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.</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1536 1046 1671"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>9</td> <td>8</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1749 1046 1883"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>8</td> <td>8</td> <td>4</td> <td>5</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	9	8	4	3	2020-21	2019-20	2018-19	2017-18	2016-17	0	8	8	4	5
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	9	8	4	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	8	8	4	5																	
5.3.3	<p>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)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the</p>																				

Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	9	8	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	8	8	4	3

Remark : Input edited as per given HEI clarification response.

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).**

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**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>209</td> <td>209</td> <td>209</td> <td>209</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>189</td> <td>189</td> <td>189</td> <td>189</td> <td>189</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	209	209	209	209	209	2020-21	2019-20	2018-19	2017-18	2016-17	189	189	189	189	189
2020-21	2019-20	2018-19	2017-18	2016-17																	
209	209	209	209	209																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
189	189	189	189	189																	
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
970	970	970	970	970

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
897	897	897	897	897

2.3 **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
333	823	811	774	188

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
342	259	215	156	142

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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