SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT J. YOGANANDAM CHHATTISGARH COLLEGE, BYRAN BAZAR, RAIPUR

BYRON BAZAR RAIPUR DISTRICT- RAIPUR
492001
cgcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Govt J. Yoganandam Chhattisgarh College, Raipur,established on 16thJuly 1938, hasa rich legacy of 86 years as a forerunner of higher education in Chhattisgarh.Inspired by the freedom movement of India, it was started under the banner ofChhattisgarh Education Society with the endeavoursofthe **Late ShriJanaswamiYoganandam,**a renowned educationist, with one programme and 10 students.It nowhas 32 programmes and more than 4000 students.

The institutionhas been striving continuously to attain excellence by being a catalyst of positive change in society through its value system operating on principles of equity, access and inclusion in tune with its vision and mission. It caters not only to the educational needs of the developed city of Raipur but also to those of the underprivileged, rural and tribal students of the state. Curriculums are designed accordinglyto satisfy the demands of all and focus on inculcating employability and entrepreneurial skills with an environmental sustainability mindset.

The institution is devoted to creating anintellectual culture which aims at the holistic development of learners, staff and community through effectively functioning clubs, committees, research centres, statutory cells, Alumni Association, MoUs, and collaborations.It offers 04 UGs, 20 PGs, 2 Diploma courses and six PhDProgrammes in areas of the Humanities, Social Sciences, Arts, Science, Commerce and Law.Choice-BasedCreditSystemandSemesterSysteminFour Year UndergraduateProgrammesunderNEP2020, the VACs and SECs run by variousdepartmentsaresignificantfeaturesofthe College.The courses encompass knowledge of the traditions of ancient India tomodern technology.Theinstitution has produced many renowned academicians, politicians, editors, police officers, lawyers and administrators.

The social accountability of the institution is evident in research on topics in the public interest,*Neki kiDiwaar*'WallofKindness',and extension activitiesbyNSS, NCC, Youth Red Cross unit, Red Ribbon Club Unit andvariousdepartments.

The college has been accredited with a B grade by NAAC. Highly qualified, experienced and motivated facultypursue excellence through connection, communication and collaborationand update themselves through research, seminars, conferences and workshops.39 Faculty members are registered supervisors. ICT friendly campus, required infrastructure for teaching-learning, rich central library having N-List connectivity of INFLIBNET through which e-books and e-journals can be accessed are other attributes. The availability of an effective sports department is instrumental in perpetuating sports culture amongstudents of the institution who have made giant strides in the field of sports.

Vision

1. To provide excellent quality education to the students around the state. 2. To equip the underprivileged students from the rural/urban areas to meet the challenges of education, work and life. 3. To provide a vibrant caring educational environment where the students will recognize and achieve their fullest potential to contribute to society. 4. To equip the students with knowledge and skills in their chosen stream, and inculcate values to become good human beings.

Mission

1. The College has a holistic mission of providing the finest quality education in various disciplines to the students from the state. 2. To carry out academic excellence through active student-teacher participation. 3. Improving the standard of courses offered through innovative and effective teaching and curriculum development. 4. To provide a conducive environment for research activities. 5. Conduct appropriate community education programmes to encourage meaningful learning that will enhance the socio-economic status of the learners. 6. Efforts to develop the students' personalities to inculcate moral, and ethical values among them. 7. Organize programmes to develop leadership and managerial skills among the students and develop a student support system

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Government J. Yoganandam Chhattisgarh College, Raipur (C.G.) is a highly reputed institution of Higher Education in Chhattisgarh,established in 1938.

- The location of the college is easily accessible to its students and staff.
- Being a multi-faculty college, itoffers a wide range of courses at undergraduate and postgraduate levels in Arts, Science, Commerce and Law.
- DBM, LL.M. PGDCA, MSW and B.com with Computer Applications are some of the distinguishedprogrammesthat the institution offers.
- Under NEP 2020, the college has started the CBCS system in Under Graduate programmes.
- Got registered under ABC.

- Most qualified faculty in all the subjects, the majority have PhD degrees.
- The library has the latest books, Reference books and journals,and e-resources available through INFLIBNET.
- The institution is a recognized research centre for Mathematics, English, Commerce, Sociology, Geography and Law.
- College is an Autonomous institution,affiliated with Pandit RaviShankar Shukla University, Raipur.
- Campus is Wi-Fi enabled.
- Coaching facility for various competitive exams including NET, and SET is available.
- **Infrastructure**

- Classrooms and labs are well-equipped.
    - Free access is available to physically challenged stakeholders.
    - Audio-visual aids are available in all the departments for effective teaching.
    - Facilities for Onlineclassesare available. (During the pandemic in 2020-21, 100% of online classes were conducted).
    - An online feedback system is available.
    - Availability of Pura-Veethika (Museum) which exhibits various artefactsof cultural and archaeologicalimportance,that facilitates the study of Art, Iconography and Architecture.

- o An indoor gym is available.

- Facilities for Indoor games like Table Tennis, Chess and Carom are available in the college.

- The campus is under CCTV surveillance.

- Administration is run bywell-experienced and trained administrative and supporting staff.
- The college campus hassprawling and lush green lawns.
- Sufficient parking space for vehicles is available and spacious Cycle Stand for students.
- Campus is secured from all sides.
- Extra-curricular socio-cultural activities such as Eye Camps, Blood Donation Camp, and Educational Tours, Vocational Training Programmes, and National Day celebrations are facilitated.

Institutional Weakness

- Less number of professional courses.
- Facility for studying Fine Arts is not available.
- A spacious playground is not available.
- Girls' Common Room and Staff Room need to be upgraded as per modern norms.
- The canteen facilities need to be further developed.
- Hostels are not available for Boys and Girls.
- Staff quarters are not available.
- Unavailability of a ramp for the first floor for Physically Challenged stakeholders.
- Partial automation of library and office.
- PG Labs need augmentation.
- A studio for content development needs to be established.

Institutional Opportunity

- More FDPs can be organised.
- More Value-added courses can be started
- Computer Training can be enforced for students/non-teaching and teaching staff.
- Professional courses can be started.
- The canteen for students can be upgraded.
- A ramp for the first floor for Physically Challenged stakeholders can be constructed.
  - o Library facilities can be further extended.
  - o Full automation of the library and office can be done.
  - o A studio for content development can be established.
  - o Smart classrooms can be established.
  - o Full Automation can be done in Autonomous Cell.

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Institutional Challenge

- Many students are first-generation learners who must be brought up on par with other students.
- Limitations in the implementation of development work due to lack of financial support.
- Establishing the college as a recognized centrefor excellence in education.
- UG & PG courses with core subjects are very popular,hence admission to all applicants is a challenge for the Institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The streams of Social Science, Science, Commerce and Law are run in the institution. It offers 32 programmes comprising 04 UG, 20 PG, 02 PG Diploma, and 06 PhD programmes in all these streams.

The process of curriculum development is carried out through the Board of Studies. Following the UGC norms the Board of Studies in every subject formulates the curriculum looking into the upcoming trends, need-based inputs, feedback from stakeholders, and opinions of experts. During the process of curriculum development and design it looks into the institution's vision and mission, global, national, and regional needs, the Indian knowledge system, NEP2020, NITI Aayog, Skill India, Make in India, Digital India,cross-cutting issues, environmental consciousness, human values, gender equity and sensitisation with inclusive approach. Finally, the Academic Council and the Governing Body approve the curriculum. The curriculum thus designed and implemented reflects the attainment of POs, PSOs and COs of the institution's programmes.

During the last five years, almost all Departments revised their syllabi. In the syllabi of 136 coursesvarious departments made changes less than 100%. There are 667 courses run in the institution out of which there are212 new courses, 19 subject electives, and 27 course electives. Apart from this 97 Value Added courses were organised in which 44.44% of students of the institution participated.

Introduction of New Programmes and Courses after the Second Cycle of the NAAC

- 03 PhD programmes(Sociology, Law, Geography)
- 02 PG programmes (MSc Botany, MA Psychology)
- 176 CBCS Courses
- 40 multidisciplinary Skill enhancement courses
- NCC as a multidisciplinary additional course
- Law and Maths in BA and CS in BSc as optional subjects

Teaching-learning and Evaluation

Concerted efforts have been made to improve teaching, learning and evaluation. The online admission process monitored by the admission committees is fair and transparent and the reservation policy and admission rules of the State Govt are followed. The seats are filled strictly as per the sanction of intakeapproved by Pt RSU, Raipur. The academic calendar, made before the commencement of each session, takes care of the diversity in learning levels of the students. About 74% of teachers are PhD holders and 39% of teachers are research supervisors. The teaching staff continuously update themselves which contributes to quality research and

teaching.

Innovative teaching methods using ICT combined with traditional methods focus on imparting learner-centric education. Slow learners are identified and doubt-clearing classes help bring them to the desired level. The Mentor-Mentee scheme nurtures the cognitive and emotional growth of the students. To cater to the diversity of the students and impart interactive and experiential learning experiences, various activities like skits, group discussions, elocution, extempore, essay competitions, educational visits, poster competitions, screening of the movies and quizzes are conducted. Strong Wi-fi and INFLIBNET connectivity encourage e-learning. The students and the teachers are facilitated to elevate themselves through seminars, invited talks, workshops, training and capacity-building programmes.

The system of continuous evaluation through unit tests, seminars, assignments, projects, internships and dissertations allows students to track their progress and improve their performance through constant interaction with the teacher. The institution adheres to examination rules and schedules and announces results on time. The attainment of POs, PSOs and COs is measured through results, placement records and satisfaction surveys. The pass percentage (around 73%) in2022-23 justifies effective teaching-learning and evaluation mechanisms.The Student Satisfaction Survey has been in practice since 2020-21in the institution.

Research, Innovations and Extension

Research, Innovations and Extension

Believing in S. Radhakrishnan,'s precept "Where there is no zest for research, there is no zeal for teaching", Govt J.Y. Chhattisgarh College aims to provide a conducive atmosphere for research and innovations for teachers and students. The institution has an active Research and Development Cell and a clear research policy. Teachers are encouraged to take up research projects and publish research papers in reputed and CARE-listed journals and book chapters. Testimony to this is the publication of 178 research papers and chapters in books,32 booksand the completion of four projects.

In the research centres, the scholars benefit from the close supervision of faculty members who work at the intersection of textual studies and cultural theories. Departmental Research Committees monitor their progress. Research scholars undergo rigorous coursework which includes Research Ethics also. Workshops, Conferences, and seminars have been organised on various topics of Research methodology and IPR for disseminating knowledge. To inculcate critical sensibilities, in the past few years, UG and PG students have also been involved in research. The institution provides the required infrastructure andresearch facilities for laboratory and ICT equipment, research journals andincentives.

The institution's social responsibility is demonstrated in its various extension activities undertaken in and outside the college premises like blood donation, environment and water conservation, cleanliness, Drug, AIDS awareness and electoral literacy drives. The students' participation in these activities helps them to communicate with the local society and become empathetic towards social and environmental issues.

The college has signed 22 MOUs with other institutions and has organised numerous programmes, events and activities collaboratively to cater to the needs of the students. As a result,the total number of functional MoUs and linkages has been 270 in the last five years.

Infrastructure and Learning Resources

Being the oldest college of the state, the infrastructure of Govt J.Y. Chhattisgarh College, Raipur is a blend of the old and the new. The institute has constantly been upgrading in the last five years to cater to the needs and demands of its stakeholders with financial assistance from UGC, Janbhagidari and the state Government. The digital infrastructure has been enhanced to facilitate online learning, research and administrative efficiency. Improved physical infrastructure has provided spaces for teaching, learning and research. Academic infrastructure has been strengthened by investing in academic resources, libraries, laboratories, and teaching-learningfacilities. There are 30well-furnished and ventilated classrooms, Departmental rooms and several UG and PG laboratories with ancillary facilities like computers, laptops, projectors, and electronic gadgets, optical fibre internet line with 1 GbpsLAN connectivity, Wi-Fi facility having 300 Mbps speed and bandwidth speed of 5mbps. Recent addition to infrastructure include an audio-visual board room, auditorium, a laboratory, an extension of the exam cell and renovation of the girls' common room and commerce wing.

The Central Library has diverse learning resources that include books, periodicals, and e-sources through UGC INFLIBNET. The automation of the library is in progress. Computers with the latest technology and applications and printers have been deployed to all sections ofthe Administrative Office. Customized softwarehas been deployed for admissions, accounts, examinations and processing of the results. Budgetary provisions and maintenance processesprovide facilities throughout the session. Infrastructure required for sports activities like athletics, basketball, volleyball, badminton, yoga table tennis, and weightlifting is also available.

Student Support and Progression

Govt J Y Chhattisgarh College is bent onsupporting its students to move forward and come out with flying colours in life. The majority of students in the institution come from underprivileged sections of society and the institution makes every effort for their social inclusivity and empowerment through welfare measures like awarding State and National Scholarships including the Wipro Care Santoor Scholarship and scholarship of Mahila Sewa Kalyan Samiti and Akhil Bhartiya Yadav Samaj for meritorious girls. Payment of fees of needy and Divyang students by faculty and 100% exemption of examination fee of the Divyang was another practice. Gold medals were given to the meritorious students of the institution sponsored by the faculty and alumni. The institution has a transparent mechanism of grievance redressal for timely redressal of grievances. Career Counselling and Placement Cell and Committee for Coaching and Guidance for Competitive Examinations have been working actively by organising motivational lectures, seminars, workshops and coaching for competitive exams respectively.

As a result, in the last five years 80 students qualified for thestate and central exams including NET, SET JRF, JAM and GATE and 1282 students were placed/ proceeded to Higher Education. The efforts were made to acquaint the students with new trends in technology and enhance the students' soft, communication, life, self-

employability and entrepreneurial skills. Organising sports and cultural competitions, Art and Techno Fests and activities through Departmental societies was a regular feature of the institution. The students participated in various competitions outside and won 49 medals for their outstanding performance.The Alumni Association of the institution also gave a helping hand to the welfare of students enthusiastically.

Governance, Leadership and Management

After the second cycle of NAAC,for proper amalgamation of good governance and leadership, the institution had set certain short and long-term perspective plans and achieved them through the effective execution of quality policies and the practice of decentralisation in the institutional governance. Theteachers and student members in various committees are involved in the decision-making processes to achieve academic and administrative goals stably and securely with transparency. The teaching and non-teaching staff got the benefit of welfare schemes as per the State Service Rules. For smooth and transparent functioning, the institution implemented e-governance in administration, finance & accounts, student admission and support, examination, RTI and leave management. PBAS and CR of UGC and State Govt respectively are made applicable to the employees for their self-appraisal. About 18 % of teachers went for FDPs, Orientation, Refresher, Induction and Short-Term Courses during the assessment period.

The institution received funds from several sources like Govt, non-Govt agencies, students' fees, Janbhagidari, UGC, RUSA/ PMUSHA and philanthropists andoptimallyutilisedit following the Govt guidelines. Besides this, the institution has internal and external auditing done regularly.

For accountability, transparency and integrity in its operational processes it went for several audits like Academic, Administrative, Energy, Environment, Green, Access, Gender and RTI audits.

Collecting online feedback from various stakeholders helped the institution in formulating its plan with the help of the SWOCAnalysis Committee and the IQAC to be implemented in the teaching and learning, administration and infrastructure development.

Every possible endeavour was done for quality assurance by the IQAC like organising various programmes on quality,Induction and Administrative Training Programmes and participation in NIRF ranking.

Institutional Values and Best Practices

Govt J Y Chhattisgarh College is a multidisciplinary co-education institution with stakeholders from diverse backgrounds. Hence the institution has a big responsibility of maintaining inclusivity with diversity and its commitment to equality of opportunity for all. It endeavours to exhibit excellence, integrity, accountability, empathy, transparency and equity in almost all activities.

To materialise it:

- Theinstitution has formulated several policies to maintain its institutional values and distinctiveness in various aspects like the Code of Conduct, Anti-Ragging, CASH, Social Responsibility, Community Service, Environment and Sustainability, and policy for Disabled Persons.
- To assess its line of work the institution goes for various audits and follows their recommendations.
- More than 65 committees have been working to fructify the institutional goals.

- Provides a safe environment for women and retains its gender-sensitive culture.
- Facilitates a barrier-free environment for its stakeholders.
- Its environmental consciousness helps to manage its wastes judiciously by developing facilities like installing rainwater harvesting points, solar panels, bio-composting and vermicomposting pits, sanitary napkin incinerators, saying no to the use of plastic and promoting paperless working through digitalisation of records.
- Its history of the Pre-independence era in contributing to the freedom struggle with patriotic zeal helps in framing its syllabi accordingly andorganising co-curricular and extra-curricular activities based on patriotism, constitutional values, human values and ethics. The institution stands by the equity in gender, cultural and social inclusivity in all its functioning. This results in a peaceful and harmonious ambience of the college.
- The institution has followedtwo best practices. They are-

1. Organising activities focused on Mahatma Gandhi and other great leaders to promote the spirit of patriotism.
2. Organising Vocational Training Programmes to empower students for a better future.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT J. YOGANANDAM CHHATTISGARH COLLEGE, BYRAN BAZAR, RAIPUR
Address	Byron Bazar Raipur District- Raipur
City	Raipur
State	Chhattisgarh
Pin	492001
Website	cgcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Amitabh Banerjee	0771-2427126	9425510098	-	gjycg.college@gmail.com
IQAC / CIQA coordinator	Anita Juneja	0771-2427126	9827114004	-	anitajuneja.edu@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	16-07-1938

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	16-11-1996

University to which the college is affiliated

State	University name	Document
Chhattisgarh	Pt. Ravishankar Shukla University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-06-2006	View Document
12B of UGC	02-06-2006	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
BCI	View Document	18-04-2024	12	
BCI	View Document	18-04-2024	12	
BCI	View Document	18-04-2024	12	

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	Byron Bazar Raipur District-Raipur	Urban	3.575	10291.44

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce Eng Lang Hin Lang Evs Computer Application And All Compulsory Papers As Per The Group,	48	Higher Secondary	Hindi	265	265
UG	LLB,Law,	36	Under Graduate	English + Hindi	160	160
UG	BA,Hindi English Philosophy History Economics Polsc Geography Socio Psychology Law Aih Maths,	48	Higher Secondary	Hindi	355	354
UG	BSc,Botany Zoology Chemistry Anthropology Physics Chemistry Mathematics Computer Science Geography,	48	Higher Secondary	English + Hindi	428	406
PG	MA,Ancient Indian	24	Under Graduate	Hindi	25	5

	History,					
PG	MSc,Anthropology,	24	Under Graduate	English	20	20
PG	MSc,Botany,	24	Under Graduate	English	20	20
PG	MSc,Chemistry,	24	Under Graduate	English	30	30
PG	MA,Economics,	24	Under Graduate	Hindi	25	14
PG	MA,English,	24	Under Graduate	English	40	20
PG	MA,Geography,	24	Under Graduate	Hindi	30	26
PG	MA,Hindi,	24	Under Graduate	Hindi	25	22
PG	MA,History,	24	Under Graduate	Hindi	25	25
PG	LLM,Law,	24	Under Graduate	English + Hindi	90	90
PG	MSc,Mathematics,	24	Under Graduate	English	30	28
PG	MA,Philosophy,	24	Under Graduate	Hindi	25	25
PG	MSc,Physics,	24	Under Graduate	English	20	18
PG	MA,Political Science,	24	Under Graduate	Hindi	25	25
PG	MA,Psychology,	24	Under Graduate	Hindi	20	20
PG	MA,Public Administration,	24	Under Graduate	Hindi	25	23
PG	MA,Sociology,	24	Under Graduate	Hindi	25	25
PG	MSW,Social Work,	24	Under Graduate	Hindi	20	7

PG	MSc,Zoology,	24	Under Graduate	English	25	25
PG	MCom,Commerce,	24	Under Graduate	Hindi	25	25
PG Diploma recognised by statutory authority including university	PGDCA,Computer Application In Two Semesters,	12	Under Graduate	English	50	50
PG Diploma recognised by statutory authority including university	PG Diploma,D B M,	12	Under Graduate	Hindi	20	0
Doctoral (Ph.D)	PhD or DPhil,English,	72	Post Graduate	English	20	6
Doctoral (Ph.D)	PhD or DPhil,Geography,	72	Post Graduate	Hindi	8	2
Doctoral (Ph.D)	PhD or DPhil,Law,	72	Post Graduate	English + Hindi	24	16
Doctoral (Ph.D)	PhD or DPhil,Mathematics,	72	Post Graduate	English	28	7
Doctoral (Ph.D)	PhD or DPhil,Sociology,	72	Post Graduate	Hindi	16	12
Doctoral (Ph.D)	PhD or DPhil,Commerce,	72	Post Graduate	Hindi	20	11

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	20				0				84			
Recruited	0	0	0	0	0	0	0	0	33	50	0	83
Yet to Recruit	20				0				1			
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				39
Recruited	12	2	0	14
Yet to Recruit				25
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	8	1	0	9
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	5	7	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	1	0	1
Ph.D.	0	0	0	0	0	0	26	41	0	67
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	6	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	11	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	14	0	18

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	1413	0	0	0	1413
	Female	1198	0	0	0	1198
	Others	0	0	0	0	0
PG	Male	439	0	0	0	439
	Female	441	0	0	0	441
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	18	0	0	0	18
	Female	32	0	0	0	32
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	24	0	0	0	24
	Female	30	0	0	0	30
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	546	577	601	571
	Female	335	389	404	413
	Others	0	0	0	0
ST	Male	297	341	401	413
	Female	166	200	224	239
	Others	0	0	0	0
OBC	Male	907	1035	1008	1028
	Female	568	710	772	809
	Others	0	0	0	0
General	Male	349	362	431	339
	Female	287	352	383	349
	Others	0	0	0	0
Others	Male	22	0	0	0
	Female	36	0	0	0
	Others	0	0	0	0
Total		3513	3966	4224	4161

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ancient Indian History	[View Document](#)
Anthropology	[View Document](#)
Botany	[View Document](#)
Botany Zoology Chemistry Anthropology Physics Chemistry Mathematics Computer Science Geography	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)

Commerce Eng Lang Hin Lang Evs Computer Application And All Compulsory Papers As Per The Group	[View Document](#)
Computer Application In Two Semesters	[View Document](#)
D B M	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Geography	[View Document](#)
Hindi	[View Document](#)
Hindi English Philosophy History Economics Polsc Geography Socio Psychology Law Aih Maths	[View Document](#)
History	[View Document](#)
Law	[View Document](#)
Mathematics	[View Document](#)
Philosophy	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Public Administration	[View Document](#)
Social Work	[View Document](#)
Sociology	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since its inception in 1938 Govt J Yoganandam Chhattisgarh College has been a multidisciplinary institution disseminating knowledge in the streams of Arts, Science, Commerce and Law imparting education generating employability, entrepreneurship and skill development. The Efforts Done to Promote STEM Education: • Introduction to Geography in BSc with two combinations of Maths, Physics, Geography and Chemistry, Botany and Geography. • Maths in BA. • Law in BA. • 40 multidisciplinary

	SECs. • Computer Applications in BCom. • NCC and EVS in BA, BSc and BCom. Maintaining Flexibility, Innovative Curricula and Research Endeavours • CBCS Pattern with Semester System in BA, BSc, and BCOM. • 19 subject electives and 27 course electives. • Provision of a Certificate, Diploma and Degree on completing the First, Second and Third year respectively. • Promoted interdisciplinary research in the public interest. GP:Offering field projects, internships and research projects in 69.23% of programmes towards the attainment of a holistic and multidisciplinary education.
2. Academic bank of credits (ABC):	• Got registered under ABC. • Introduced Credit System in UG Courses. • Designed the curriculum and pedagogy as needed. • Publication of credits earned in ABC Portal. • ABC ID printed in mark sheets. • Provision of multiple entries and exits during the programme. • Inclusion of both online and offline courses under ABC. GP: Creation of ABC ID and uploading credit Data.
3. Skill development:	• Introduction to a bucket of 40 multidisciplinary SECs. • Provision for Diploma and Degree Programmes undertaking one SEC each Semester having two credits for each course. • Established Entrepreneurship Development Cell and Incubation Centre, Personality Development Cell and Career Counselling and Placement Cell to enhance the students' vocational and soft skills. • Awareness and training programmes were organised in collaboration with MSME and CHIPS. • Celebrated Art and Techno Fests. • Taken the services of Industry veterans and Master Crafts Persons to provide vocational training to students. • 97 Value Added Courses were run during the last five years. GP:Organized Vocational Training Programmes for Empowering Students for a Better Future.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Efforts of the Institution to Preserve and Promote IKS: • Integration of the IKS in almost all the Programmes. • Delivery of lectures in bilingual mode (English and Hindi). • upgraded the syllabi as per IKS requirements. • Establishment of IKS and Human Values and Ethics Committee. • Establishment of Pura Vithika(Museum). • Value Added Course on Yoga in Everyday Life. • Life Skill Workshop for Teachers on Yoga and Meditation. •

	Exhibition of Coins and Stamp Papers • Art Fest • Painting Varli Art on the Stems of trees on the campus. • Exhibition of the freedom fighters of Chhattisgarh. • A Skit on Yam and Nachiketa. • Lecture on the Philosophy of Swami Vivekananda. GP: Efficient working of the committees to promote IKS among students.
5. Focus on Outcome based education (OBE):	• Offered, stated and displayed the POs, COs and PSOs on the institutional website. • communicated to students in classrooms and Induction Programmes. • Reviewed and revised the syllabi and introduced 212 new courses. • Assessment of the students' performance. GP:Mapping of Pos and Cos to measure the attainment of Pos and Cos.
6. Distance education/online education:	• ICT-enabled global teaching and learning. • Developed content and uploaded it to the college website. • Ready to adopt vocational courses through ODL mode. GP:Teaching in blended mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	1. To create awareness about voting among the students Electoral Literacy Club was formed by the NSS Unit on 02 February 2024. The Electoral Literacy Committee had already been working since 19-20. SVEEP Activities have been conducted to create awareness among youth about the value of their votes since 2018-19. On 25 January 2024 Suryakant Kar, President of the Electoral Literacy Club,was awarded as Campus Ambassador by the District Administration, Raipur for adding 316 new voters to the voter list through the voter help line app.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	2. In the same way, faculty members of the Electoral Literacy Committee, Mr Sunil Tiwari, Dr Bhupendra Karwande, Dr Goverdhan Vyas, and Dr Niyati Gurudwan are also dispensing their duties. In this regard, the Election Commission of India SVEEP Programme recognized the remarkable contribution of the Programme Officer of NSS and Nodal Officer (SVEEP) Mr Sunil Tiwari and awarded him the letter of appreciation on 25th January 2024 on the occasion of Voters Day.
3. What innovative programmes and initiatives	3. As an innovative effort by the NSS and ELC of the

undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

College on the occasion of International Youth Day on 12th August 2023, neem trees were planted by the first-time voter college students and all the students were appealed to exercise their Franchise compulsorily.On 2nd August 2023, the Voter Awareness Pledge was administered in Hindi and Chhattisgarhi language by the Principal of the institution, in which several professors and 62 students were present."Under Special Brief Review 2023" "No Voter Should Be Left Out Campaign," continuous workshops and intensive voter registration campaign and voter helpline app registration workshops were carried out.As a part of the innovative effort of the District Administration in the Assembly Elections 2023, 10 volunteers of theNSS Unit took active participation after receiving training as "SpeciallyAbled Assistants" to help the voters in the polling stations. For the upcoming Loksabha Elections 2024, NSS Volunteers and ELC members participated as "Divyang Sahayak". On the occasion of National Voters' Day (25 Jan 2024), a college-level Slogan Competition was organized to create awareness about voting rights among college students with the theme "There is nothing like a Vote, we will definitely Vote". The winning participants were given certificates and mementoes in the prize distribution ceremony on 12th February 2024. On April 12, 2024, in compliance with the orders of the Collector and District Election Officer, Raipur, the "Voter Awareness Oath" was administered by the Principal at 10.30 am, in which 30 professors, officers, staff and 42 students were present.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	4. A signature campaign was conducted on 25th April 2024 under the SVEEP program to create awareness for voting among the college students and staff members of the college by the NSS Unit and ELC of the college in which 196 signatures were taken. In collaboration with District Panchayat Raipur awareness campaigns and Nukkad Nataks were also organised on the theme "Loktantra ka Maan Shat PrtishatMatdaan" before the Lok Sabha Elections 2024.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	5. ELC made continuous efforts to add the names of college students having completed 18 years of age to the voter list through workshops and voter registration campaigns under 'Special Brief

students as voters.	Revision, 2023' since 06 December 2022. A total number of 396 students were registered by the college.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3912	3984	3834	3450	3290

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

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1343	1391	1228	1073	868

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	76	78	78	75

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified list of full time teachers	[View Document](#)

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 111

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

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
66.47	7.20	8.66	32.23	472.18

File Description	Document
Provide Links for any other relevant document	[View Document](#)

Other Upload Files	
1	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The institution offers programmes relevant to national, regional, and global needs and IKS. Since its inception, the institution has been disseminating knowledge in Social Science, Science, Commerce and Law imparting education generating employability, entrepreneurship and skill development. The curriculum formulated by the rigorous exercise of BOS,looking into the upcoming trends, andcross-cutting issues, is finally approved by the Academic Council and the Governing Body.The attainment of POs, PSOs and COs of the institution's programmes attest to it.

TopicsFocusing on Regional, National, and Global Concepts and IKS in the Curriculum

Regional	National	Global	Indian Knowledge System
Govt and Politics, Geography, Rural Development, Tribal Welfare, MNREGA, Panchayati Raj, Ancient, Sociology of Tribal Society, Social Reforms, Tribal Culture, Industrial Policy, Major Industry, Small and Cottage industry, Chhattisgarh Budget, History of National Movement in Chhattisgarh, Places of Archaeological importance in Chhattisgarh, Literature of Chhattisgarh like Janpadiya Bhasha Sahitya Bhulan Kanda, The	Indian govt and Politics, History, Foreign Policy, Economy and Polity, Geography, Civil service, Social Movement and Social Change, Legal System, Justice System, Centre Budget, Administration, Public Policy, Constitution Contemporary Indian Society, Bhartiya Sahitya, Indian Writings in English, Plant-Introduction in India, Role of Hybridization in Agriculture horticulture and forestry, Bio-Geographical Zones, Endemic Species of India,	World History, International Politics, Organization, Economics, Trade, Western Philosophy, Western Logic, Modern and Contemporary world, Ideology Western Perspective, Administrative Law UK, USA France, Western Intellectual tradition and ethics, Modernist Literature, Botanical Nomenclature system according to ICBN, World Botanical Gardens and Herbania Centre of Origin and domestication of crops IUCM categories	Classical view about India, Fundamentals of Indian Arts, Architecture, Ancient Indian Social, Economic Institutions, polity, Public Finance, Indian Philosophy, ethics, Logic, metaphysics, Yoga Epistemology, Theories of Kautilya, Pracheen Kavya Bhasha Vigyan Evam Hindi, Ancient Tradition of Dharma, Karma Moksha, Ashram, Tribal Culture, the Vedic age, Purushartha, Varna system, Sanskar

Revolutionary, Important Ethno botanical and Medicinal plants of C.G., Plant Indicators conservation of Ethno Medicinal Plants, Sewage Water Treatment, Tribal Movement, Tribes of Chhattisgarh and their Problems, PVTGs, DBMS, CG Land Revenue and Other Laws, GST, Income Tax, Purification and Treatment of Water, Drug Analysis	Types of Biodiversity Different Aquaculture and fisheries, National Health Policy, Programming in 'C', Indian Legal History, Metals Used for Diagnosis and Chemotherapy concerning Anti-Cancer Drugs, Applications of Immobilization Enzymes in Medicines and Industry, Pharmacognosy, Fuzzy Sets, LED, Solar Cell	of threat, ozone layer detection Dimension and mechanism of speciation types and pattern of animal Behaviour Ethnic Conflict, Maoism, IPR Law, E-Commerce, Human Rights Law, International Marketing, All Taxes, Programming in VB.NET, Uses of NMR in Medical Diagnostics, QSAR	Marriage, family, Position of women, Panch Mahayojan, Traditional Therapeutic Practices of Tribal plants, plants in primary health care, conservation of ethnomedicinal knowledge, Application of traditional knowledge culture and lifestyle about health and disease, Indigenous medical system, Accounting, Tax Planning, Plant Gene Bank, Tissue Culture and Micro Propagation of Medicinal Plants

Overall Changes Made in the Syllabi during 2018-2024

Session	Subject Elective	Course Elective	New Course	Revision Less than 100%	CBCS	Total courses
2018-19	16	33	49	05	_	575
2019-20	16	33	16	16	_	577
2020-21	16	33	18	13	_	577
2021-22	16	33	16	35	_	578
2022-23	19	30	23	26	66	594
2023-24	19	27	90	41	110	667
	19	**27**	**Total 212**	**Total 136**	**Total 176**	**667**

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Govt J Yoganandam Chhattisgarh College, known as the Lighthouse in Higher Education, is also growing at full momentum with the developing Chhattisgarh full of possibilities in the field of employment and entrepreneurship. The institution offers 32 programmes and 667 courses to get its students employed in government, non-Govt, public and private sectors or be successful entrepreneurs.

The institution after the second cycle of NAAC revised 52.17% (348) courses from 2018-2024 out of which 31.78%(212) courses were newly introduced. The efforts made for the betterment of the syllabi are as follows:

- The semester system in CBCS pattern at the UG level was started in 2022-23. In 2023-24 forty Skill Enhancement Courses for UG classes were started. At present 176 CBCS courses are run in the institution.
- Law and Mathematics in BA and Computer Science in BSc as one of the elective courses have been begun. In all the institution offers 19 subject electives and 27 course elective courses.
- MSc Botany and MA Psychology have been started. Resultantly 21 PG Programmes are offered by the institution.
- NCC as an additional course has been introduced. Apart from that Environmental Studies and BCom Computer Application have been run since 1996 and 2008 respectively.
- Research is essential for sustainable development. To help in the formulation of government development policies in the public interest through the conclusion of research three research centres in Sociology, Geography and Law were opened during the last five years. At present, there are six research centres in the college.

Subject	Number of Courses Focusing on Employability	Number of Courses Focusing on Entrepreneurship	Number of Courses Focusing on Skill Development	Co-curricular Activities by theDepartments 2018-19 to 2023-24	Activities of syllabi	New Courses	Revision less than 100%
Environmental Studies	2	2	2	0	1	1	1
Hindi	27	4	16	10	1	2	10
English	45	8	13	37	2	14	6
Commerce	48	23	16	6	2	4	1
History	24	2	5	4	2	7	2
Law	64	9	9	33	5	10	0

Maths	43	10	7	10	2	2	7
Economics	28	2	7	15	1	2	8
Political Science	24	2	11	6	2	6	3
Public Administration	81	3	11	21	1	3	6
Philosophy	24	2	9	3	1	4	8
Physics	30	5	16	8	3	30	13
Botany	26	4	24	8	3	17	7
Sociology	28	4	10	8	3	11	1
Anthropology	38	4	5	12	3	25	18
Zoology	37	2	9	11	2	16	27
Chemistry	41	6	23	2	3	16	6
Geography	34	7	9	4	3	8	2
Ancient Indian History	26	2	18	6	3	4	2
Psychology	24	4	10	8	3	14	2
MSW	20	10	10	8	4	0	0
PGDCA	12			3	1	2	6
Computer Science	6	6	6	5	10	6	0
NCC	8		4	1	1	8	
Total	740	126	350	224	53	212	136

The table clearly shows that all the courses develop employability, entrepreneurial, managerial and Research and Development skills of the students enabling them to face competitive exams.53 activitiesfrom the syllabi and 224 co-curricular activities were conducted through which the students' leadership, Team-building, and communication skills were developed.It is worth mentioning that the institution signed 22 MOUs with various organisations for the same.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 16.34

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 109

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 667

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document]()
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document]()
Institutional data in the prescribed format (data template)	[View Document]()
Provide Links for any other relevant document to support the claim (if any)	[View Document]()

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The Institution integrates cross-cutting issues in almost all the courses directly or indirectly to inculcate general competence leading to the holistic development of students. The following table supports the statement:

Courses	Number of Courses Focusing on Professional Ethics	Number of Courses Focusing on Gender	Number of Courses Focusing on Human Values	Number of Courses Focusing on Environment and Sustainable Development	Total Number of Activities on cross-cutting issues from 2018-19 to 2023-24

Environmental Studies	2	0	2	2	3
Hindi	0	5	5	0	16
English	2	8	24	11	19
Commerce	6	0	4	0	3
History	3	4	4	2	4
Law	5	2	5	4	53
Mathematics	6	0	6	4	1
Economics	5	3	8	5	12
Political Science	3	0	7	4	7
Public Administration	4	3	4	2	33
Philosophy	7	0	10	2	2
Physics	2	0	2	2	2
Botany	2	0	4	4	20
Sociology/ MSW	3	16	16	6	11
Anthropology	2	6	9	4	13
Zoology	4	0	3	5	14
Chemistry	2	0	0	3	2
Geography	2	0	4	20	5
AIH	1	3	3	2	3
Psychology	1	2	4	2	10
PGDCA	5	0	5	0	1
NCC	1	0	2	2	2
Total	70	57	145	90	241

Professional Ethics: About 70 courses enhance the professional competence of the students directly. Such topics like conduct and misconduct, rights, power and disabilities, legal professionals and their relation with others, Tax Planning, GST, Income Tax, Corporate Law, Business Law, the Constitution of India, managing election and election campaigns, Right to strike, morale motivation, conduct rules, disciplinary action, integrity in administration, Shandgunya Siddhant, Doot Vyavastha and GuptacharVyavastha, are a few examples of it.

Gender Issues: 57 Courses focus on gender issues like the status of women, women empowerment, and developmental issues of women, the institution of marriage, family and kinship, the role of Panchayati Raj for the weaker section and women, self-help groups, MNREGA, stridhan, Nikah and mehr, divorce, guardianship and maintenance, female labour and Gender Budget.

Human Values: 145 courses focus on human values like the Human Development Index,

Inclusive growth, the Role of NGOs, NABARD, Panchayat, Welfare Economics, child labour, income inequality, Lokpal, Lok Ayukt and public relations, disarmament and arms control and nuclear nonproliferation and human relationships.

Environment and Sustainable Development: 90 courses focus on Urban Planning,

Economics of the Social Sector, Environmental Economics, Tourism and Environment, Climatology and Oceanography, Resources and Environment, Environmental Geography, Remote Sensing and GIS, Environmental Impact Assessment, adaptation to different environments, stress physiology, Environmental Physiology, Global warming and ozone layer depletion, solid waste management and application of CNT, sustainable nanotechnology and health, and eco-critical theories. The students learn directly how to conserve natural resources and the environmental laws associated with it.

Activities: The Departments with the help of the student council organised241activities from 2018-2024 and enabled the students to learn human values and ethics, gender sensitization, social responsibility, interpersonal relations and environmental consciousness.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 14

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 80.77

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 21

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 26

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.74

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1660	1660	1641	1587	1581

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

2022-23	2021-22	2020-21	2019-20	2018-19
1738	1728	1718	1698	1698

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 70.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
738	747	671	691	687

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

2022-23	2021-22	2020-21	2019-20	2018-19
1014	1009	1002	990	990

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The learning levels of students arejudged through interactive sessions of the class and their performance

in unit tests, internals, home assignmentsand term-end exams. The students getting 60% and above are considered advanced learners and the rest are slow learners. Such identification is done to help the slowand advanced learners according to their special requirements.

Measures Taken for Slow Learners:

- Individual counselling under the mentor-mentee scheme. It plays a vital role. Under this scheme, every mentor is assigned a certain number of students in any class. The mentor keeps their record with him/her and as per the need mentors the students according to their level.
- To improve the academic performance of the slow learners, absentees and sportsmen doubt clearing classes and compensatory teaching were done. This practice improved their subject knowledge and helped them to catch up with their peers.
- Promoted Group study with advanced learners (Buddy learning).
- Imparted bilingual explanation and discussion separately for better understanding.
- Suggested supporting books and provided study materials, handouts, previous year question papers and model answersto nurture their academic needs.
- Gave homework and short assignments.
- Taught them through animated videos and screening of films related to the subject.
- Provided personal attention and counselling and focused on problem-solving tactics.

Measures Taken for Advanced Learners:

- Special attention is paid to advanced learners to secure university ranks.
- Encouraged to ask questions and satisfy queries.
- Provided enriched study material.
- Recommended advanced readings which could be taken up by them as a topic of research in future.
- Encouraged to participate in state and national conferences to exhibit their talent and skill.
- Encouraged to enrol in MOOCsas per their interest.
- Organized technical training programmes for gaining advanced technical knowledge.
- Motivated and guided them to prepare for national-level exams and organised special lectures on them.
- Organised group discussion sessions to increase their competence.
- Organised competitive examination coaching and provided them with question papers for various competitive exams.
- Encouraged to assist and support the weak peers or juniors. It was ingrained in them by organising Self-Governance Day in which the advanced learners were made to teach their peers and juniors.
- Nominated as members of Departmental Societies. and various committees of the institution for their all-round development.
- Entrepreneurship Development Cell and Incubation Centre fostered innovation and entrepreneurial acumen among them by organising workshops and training programmes related to start-ups and skill development.
- Organised career counselling workshops.

Measures Done in Common for Both Categories

- Honoured with medals for their academic, sports & cultural achievements.

- Allowed exhibiting their talents, creativity, and innovation through Art and Techno Fests.

- Encouraged to participate in extra-curricular and co-curricular activitiesto gain self-confidence.This helps in their all-round development.Positive growth was seen in them.

- Motivated them to participate in collegiate and inter-collegiate seminar presentations, extempore, poster presentations, quizzes and debate competitions.
- Nominated as members of various committees of the institution for their all-round development.
- Organizedmotivational lectures, workshopsand training programmes.

The teachers did their best for the development of slow and advanced learners so that they could come out with flying colours in their lives.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 51.47

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The provision of student-centric methods in the structure of all programmes run by the institution is there. The institution ensures the use of various learner-centric methods like experiential learning, participative learning and problem-solving methodology in the teaching-learning process. They are as follows:

Measures Taken for Experiential and Participative Learning:

- Laboratory practical classes in all science subjects and a few other subjects like Geography, Psychology and English.
- Surveys are done by the students of Sociology, MSW, Geography, AIH, History, Law, Psychology and Commerce.
- The students make presentations of survey reports.
- The provision of the moot courtroom for LLB students to gain expertise in legal debates.
- Screening of films based on prescribed texts by the English and Hindi Department.
- The provision of seminars in most of the PG Programmes.
- Study/Educational/Academic tours organised by Geography, AIH, History, English, Public Administration, Psychology. Political Science, Sociology, MSW, Anthropology, Botany and Law.
- Wholesale Market and Industrial plant visit by Commerce.
- Training in Yoga and Meditation by Philosophy, sports and other Departments.
- Advanced learners are made members of the Departmental societies/Clubs and given responsibility to conduct programmes.
- Providing hands-on experience to the students of the Physics Department in developing instruments for the Physics lab as part of their project work.

Problem Solving Methodologies:

- The students are provided with certain tasks to inculcate problem-solving skills to build their competence like the participation of the students of the Physics Department in the preparation of the energy audit report and preparation of the barcodes of almost all the plants and trees on the campus.
- The students receive practical and direct experience in negotiating difficult situations and are trained so to build their competence.
- The students are made teaching assistants. Celebrating Self-Governance Week and Self-Governance Day is a wise step taken by the institution to enrich the learning of students.

- Group learning is promoted to allow slow learners to develop problem-solving, interpersonal, presentation and communication skills to confirm quality in learning with peer groups.
- Students are persuaded to register themselves for MOOCS and Internshala to be skilled get firsthand experience in the work field and become self-reliant.

Such practices in the institution created a feeling of responsibility in learners.

Recently digital learning resources have become easily available which makes learning more

individualistic, creative, and dynamic. The teachers of the institution adopt modern pedagogy to enhance the teaching-learning process that is ICT-enabled teaching. They not only use ICT-enabled tools but also online resources for effective teaching and learning processes. The institution is well-equipped with essential equipment to support the faculty members and students. The institution facilitates Wi-Fi-enabled classrooms with LCD, LAN network, Language Lab, and e-learning resources. The students are persuaded to prepare and present PowerPoint presentations. Communication skills training is provided during the Language Lab session. Learning resources and N-List facilities are available in the library. Instructional material is uploaded on the college website as well as on YouTube by most of the professors of the college. The entire teaching fraternity is techno-savvy. Teaching is done in blended mode with the help of PowerPoint presentations and flipped teaching.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Students' mentoring system is available in the institution known as the Teacher Parent Scheme. As Per the instructions of the Chhattisgarh Government, the Department of Higher Education launched a plan for teacher-parent in the colleges from the academic session of 2012-2013. According to the plan for every new session, teacher-parents are appointed for different classes. All the information of the student regarding his/her education, interests, sports, hobbies etc are collected in the teacher-parent form during the time of admission in the college. The teacher-parent ratio is decided according to the number of admissions of students to the college. Generally, one teacher is allotted at least 20 students. The postgraduate students are allotted to their Head of the Department and other professors of the department. At the time of admission, maximum information of the student is collected in the teacher-parent form and is given to the concerned teacher-parent, so that the teacher becomes aware of the allotted students' interests, abilities, shortcomings etc. and ensures that he helps and supports them for their future development. From time to time teacher-parent observes the academic and educational activities and helps the students in building their future. The teacher-parent also calls a meeting with the guardians of the students and informs them about their wards' progress. If the parent has any problem regarding the student's educational development, then the parent-teacher considers all these factors, discusses it freely with the guardian and then helps and supports the student so that his/her education continues smoothly. Teacher-parent also takes care of all other problems of their allotted students and as per requirement helps them out in their selection of books from the library, office problems and also in their material fights. Students come in front of their respective teacher parent in their natural form and get solutionsto their academic problems. The teacher parent gives information about future competitive examinations etc to students so that they can prepare in time. For this, faculty members of various subjects keep giving information about exams related to their subjects to students in their spare time. The Teacher Parent also

inspires and guides them in various sports and cultural activities thus helping them in their personality development. This helps the college to have good sportspeople and cultural workers. Under the teacher-parent scheme, the students are not only connected to their teacher-parent educationally but also emotionally. This awakens a sense of respect in students for their teachers, which is much needed today. Counselling and mentoring are done by the teachers at the time of admission also regarding the choice of stream and selection of subjects.

Apart from the parent-teacher scheme, counselling of students is also done by the Psychological Counselling Cell and Happiness Cell. The students are guided on the issues shared with them by maintaining confidentiality. Examples of such issues include demotivation, family problems, identity crises, time management, depression, loneliness, peer pressure, loss of loved ones, bullying, lack of concentration, and aggression. Taking into account these issues faced by students, the Psychological Cell & Happiness Cell organized a Value added course on stress management.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

In every academic session, the Department of Higher Education releases the academic calendar which contains the schedule of Admissions, the Beginning of regular classes, Semester and Annual Exams, Declaration of Results, Revaluation, and Supplementary exams, Result of Supplementary exams, Student Union activities, sports and cultural activities, NCC and NSS activities and camps, Plantation Programme, Annual Function Celebration, Convocation, Vacations, Internal unit tests and Practical exams. After receiving the academic calendar released by the Department of Higher Education the institution prepares its schedule/calendar with minor changes at the beginning of the session. The college chalks out all academic, co-curricular and extra-curricular activities for the upcoming session. As a source of information and planner for the students, faculty members, support staff, and administration it is communicated through the notice board and website.

The Timetable Committee consisting of coordinators of Science, Social Science, Commerce and Law prepares an effective timetable along with the allocation of room numbers, subjects, classes and sections for its implementation which is approved by the Head of the institution. Department-wise timetables and workload distribution for DSC, DSE, SEC, VAC and research are done by the Heads of the Department following the norms of UGC and communicated to the members of the Department and

relevant students. As per the norms of NEP, SECs and VACs are run by departments which are multidisciplinary. Overall, the timetable efficiently deploys the units of time distributed in a balanced way.

The Autonomous Cell releases a common teaching plan for the session which the teachers follow for effective curriculum delivery. For continuous evaluation of the students two internal assessments, first after the completion of the syllabi of the first two units and second after the completion of the next two units are planned for each semester. The faculty members also prepare their teaching plans in their daily diaries mentioning lectures/practical plans, assignments and tutorial plans at the beginning of the session for the same. The students' understanding is continuously evaluated through the timely conduct of unit tests and term-end exams. The faculty members maintain their daily diaries to record the accomplishment of their proposed work which is monitored by the Head of the Department and the Principal every month. If it is not done in time the concerned teacher completes the portion by engaging in extra classes. During the monitoring of the syllabus completion, student attendance and performance in internal assessment are reviewed. Wherever required corrective actions like counselling, doubt clearing, and compensatory classes are engaged. The concerned teachers provide handouts, study material, web links to their video and audio lectures, model answers and previous year's question papers to the students. The subject teachers conduct various activities like seminars, workshops, group discussions, quizzes, academic tours, Industrial plant visits, internships, and projects as per the requirements of their syllabi. This ensures that the teaching and learning process is improved on a qualitative level.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 87

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
95	87	82	91	88

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 74.77

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 83

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 25.12

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1909

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 94.67

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 71

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 39.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	43	46	45	31

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.88

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
60	0	0	3	72

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3471	3349	3148	2916	2397

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

To increase the efficiency and effectiveness of the Examination system, the institution introducedthe following reforms in the last five years in the examination process to gauge the knowledge and skills acquired at various levels of the programmes.

1. The COVID-19 pandemic came as a challenge to the examination cell to organize the examination. Following reforms were done during the pandemic period:

- Conducted a Semester/Annual online examination through the portal on the college website.
- The question papers were uploaded on the College website and different WhatsApp groups as per the timetable.
- The students **solved the question papers at home and uploaded** their scanned answer sheets on the portal within the time limit.
- Valuation was accomplished through the Examination portal.
- Results were conveyed through the institutionalWebsite
- The entire examination process was IT integrated.
- Even two internal Assessmentswere conducted online.
- To acquaint the students with online examination a **mock test**was organized.
- Conducted a **Special Online Examination**also for those who were dissatisfied with their results or those who could not take their online exams.

1. After the COVID-19 period, examinations were conducted in offline mode following COVID-related SOP.
2. A CBCS Pattern with a Semester System in BA, BCom and BSc was introduced in 2022-23according to NEP 2020. Internal Assessments and Assignments were also given weightage in the curriculum. Two internal exams were conducted in each semester.
3. Designed the curriculum and pedagogy as needed.
4. Provision of multiple entries and exits during the programme.
5. Provision of a Certificate, Diploma and Degree on passing the First, Second and Third-year examinations respectively.
6. Software wasinstalled to prepare results according to the CBCS pattern and marksheets were also modified accordingly showing ABC ID.
7. Uploaded the credits in the ABC and mark sheets in the NAD portal.

8. Inclusion of both online and offline Courses under ABC. Some of the important ones includedare National Schemes such as**, and .**

1. The question paper pattern was changed from two to three sections as below:

Section A (Very short answer type questions) Compulsory	Section B (Short answer type questions) Compulsory	Section C (Long answer type questions) with internal choice
10	05	05

1. The answer sheet was replaced from an old blank page pattern to a fixed space pattern so the students were bound to write inthe specified place and withina specific word limit.
2. A flying Squadwas formed to check cheating who kept checking in between the exams.
3. Every year the Academic Calendar was prepared and adhered to by the ExaminationCell which provided details of main, practical and internalexams. Itwas prepared based on the Academic Calendar released by the Dept of Higher Education. The Examination Cell ensured a strict adherence to the calendar.
4. The Examination Committee examines the results in light of previous performance and provides some valuable insights into student performance and evaluation methods. Itwas compiledandshared with all faculty members.
5. The examination cell reviewed the question papers set by theinternal and external examiners to ensure that the QP followed the approved pattern and covered the entire syllabus.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The learning outcomes (POs, COs and PSOs) offered by the institution are stated and displayed on the website of the institution and communicated to students. They convey the academic values and goals of the institution. They clarify to the learners what is expected of them as well as the skill, competence,

understanding and ability that is going to be acquired on successful completion of their studies.

Programme Outcomes and Programme Specific Outcomes are attained through the attainment of course outcomes. COs assess directly the learning experience of the students as well as teaching effectiveness. Delivery and assessment methods are designed accordingly to achieve the stated outcome. Delivery is important to ensure students' ability to acquire the skills and knowledge required. Assessment is also important which assesses whether the students have attained what is expected out of them. Previously their knowledge and skill attained and their capacity for critical thinking were assessed through personal interaction, continuous internal assessment and Annual/End Semester Examination. The Result Committee was used to analyse the performance of the students in the year-end examination and give recommendations to improve (if any) the learning outcomes of the students. The attainment of outcomes was measured through the pass percentage in the last session and the percentage of students who passed with first division and with distinction. The dropout rate for every programmewas also observed.

In 2023-24 the institution integrated the learning outcomes into the assessment process and mapped POs and COs of Postgraduate students.In this method, the attainment of the POs and COs are based on the data of the marks obtained in internal and end-term exams (direct)and also the feedback (indirect)of the students of all four semesters of the PG Course.

The whole process is as follows:

(1) The direct attainment of COs of each semester is obtained by setting target values and benchmarks for internal and End term exam marks of students in each course of all Semesters. The level of attainment is measured on a scale of 1 to 3, as

Direct attainment (DA) of CO = 20 % of Internal marks + 80% of term-end exam marks.

The indirect attainment (IA) of CO is calculated by the average of the feedback of students for respective COs on a scale of 1 to 3.

CO attainment of each semester = 90% DA + 10% IA

(2) For each semester, the weighted average PO attainment value is calculated using PO-CO Mapping and the respective CO attainment values (given in (1))

The Direct attainment (DA) of the PG Programme is obtained by the average of these PO attainment values.

The indirect attainment (IA) is calculated by the average of the students' feedback.

Overall PO attainment = **90% DA + 10% IA**

(3) The target values are set for POs from the average of the mapping values of POs and COs and are compared with the attained values (from (2)). Recommendations, plans and strategies are mentioned for POs, whose target values are either achieved or not.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 58

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 779

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.13

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institution has a Research and Development Cellwhich plays a vital rolein creating a congenial atmosphere for research activities. The Cell has taken the following initiatives in the last five years.

The PG Departments were motivated to open research centres. Consequently, their number increased from 2 to 6 since the second cycle of NAAC.

The research policy of the college was revisedand updated in January 2022 and is being implemented by all six research centres of the institution.

Motivated by the Cell, the research centres and other departments have organised research workshops/conferences/seminars to promote research.

Department	Research Activities	Year
English	National Seminar on 'Gandhian Thought and Culture	January 2020
	"How to Write a Synopsis of a Proposed Doctoral Thesis in Humanities".	February 2020
	National e-Symposium on National Education Policy 2020	
	Workshop on 'Academic Writing'	January 2021
	Online training workshop on 'MLA Handbook 9th Edition'	May 2021
	Online training workshop on "How to Prepare for RDC Interview."	July 2021
	Online training workshop on 'Documentation'	August 2021

		August 2021
	International Conference in collaboration with Kalinga University on Global Crises in the Present Scenario	
		December 2022
	Published a book with ISBN Number on *Gandhian Thought and Culture*	
	Two-Day Student Development Programme (SDP) on Dissertation/Project Guidance	January 2023
		March 2023
Mathematics	State-level workshop on 'Research Techniques in Mathematics	
	Workshop on Applications and Geometrical Interpretation of Differentiation and Integration	
	Mathematics Day	
Geography	National Seminar on Economic and Cultural Aspects of Population Change with Particular Reference to India '	February 2023
Commerce, Law, English and Anthropology in collaboration with Tamil Nadu Teachers Education University	One Week International Workshop on Research Methodology for Social Sciences and Humanities	October 2021
Commerce	Workshop on Skill Development and Motivation	January 2021
Law	Workshop on Research Methodology	
Research and Development Cell	One Day Workshop on 'Research Guidelines for Research Supervisors and Scholars'.	

The cell encouraged the faculties and research scholars to publish papers in indexed, CARE-listed, standard journals. As a result, 129 Papers have been published. Research knowledge has also been disseminated by faculties presenting papers in Seminars and conferences, completing research projects (4) and editing and publishing books and writing chapters in books(78).

Most of the faculties are involved in active research. The number of Research Supervisors has increased and 32 students haveregistered for doctoral research in the last five years.

At the initiative of the cell, the students have increased the use of ICT through the N-List connectivity of INFLIBNET. They are also using software like MATLAB, SPSS and others to facilitate research.

The Cell has been successful in making the students aware of Research ethics and plagiarism. Research Ethics has been made a part of PhD coursework and scholars do plagiarism checks of their material at every step to enhance the quality of research.

To promote research skills and involve the UG and PG students in research, various departments have restructured their syllabi to include Research Methodology Paper, Dissertations, and Project Work in their curriculums.

The scholars are promoted to take up interdisciplinary topics in the public interest.

The Research and Development Cell intends to strengthen the research culture aligned with the provision of NEP2020.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 7.6

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.04

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 4

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 42.11

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 32

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institution has developed a framework under which various activities have been conducted for innovations in research, the Indian Knowledge System, awareness about IPR and the creation and transfer of knowledge. The institution has established a Research and Development Cell, a Cell for the promotion of the Indian Knowledge System, IPR Cell and Entrepreneurship Development Cell and Incubation Centre. They are aimed at providing vocational training, skill development and the promotion of research.

Research and Development: To promote research culture the institution has established research centres in Commerce, English, Mathematics, Sociology, Law and Geography where the researches in public interest take place. All the research centres try their best to upgrade their scholars by organising workshops, seminars, conferences and guest lectures on research Methodology, documentation of thesis, Academic Writing, Research Ethics, Plagiarism etc. Apart from this Research and Development Cell encourages the Departments to conduct programmes on research and faculty members are persuaded to publish research papers and patents and undertake minor/major research projects.PG students are motivated by research and some start-ups.

Intellectual Property Rights: To promote academic freedom, safeguard the interests of inventors and create an environmentfor acquiring new knowledge through innovation the IPR Cell has beenestablished in the institution.**An awareness programme** was conducted online in collaboration with the National Institute of Intellectual Property Management NIPAM by IPR Cell.The Cell in collaboration with other Departments also organised a **National Symposium on Patents Trademarks and Copyrights, The Root**. The Department of Law organised**special lectures** to guide the faculty and students every second Saturday between July and December 2023.

Entrepreneurship: To foster innovation and entrepreneurial acumen among studentsthe Entrepreneurship Development Cell and Incubation Centre awareness programmes on **Entrepreneurship Development**.A workshop was organized on **electronic instrumentation**, providing students with hands-on experience in developing 12 instruments for use in the Physics Lab.The Cell in collaboration with IQAC,Alumni Association and CHIPS organized a **training programme on**

Introduction to Startup Ecosystem: Chhattisgarh.In collaboration with MSME**40-Day Training Programmeson Graphic Design, Digital Videography, and Photography** individually. Continuing its endeavour to align students' industry demands the cell organized a training programmeonWeb Designing. Another giant leap of the Cell was organizing **Art and Techno Fests** in collaboration with Govt Science College, Govt Devendra Nagar College and Mahkoshal Kala Parishad. These Fests enhanced the artistic and technical skills of the participants which will help them to become artists and Entrepreneurs.

Indian Knowledge System: A Cell for the promotion of the Indian knowledge system was established.It organized a skit on Nachiketa Yam Samvad showcasing the philosophical dialogue between Nachiketa and Lord Yam. The Cell in collaboration with IQAC did the screening of Jawahar Lal Nehru's Discovery of India directed by Shyam Benegal through which the students learnt about Indian tradition, history and knowledge systems.

Community Orientation: Community orientation has been done by the Department of Law (Legal Aid and Awareness Programme), Sociology (legal Awareness among rural people), NCC and NSS. Many Awareness Programmes in the form of Poshan Abhiyan, Jalshakti Abhyan, Puneet Sagar Abhiyan, awareness programmes on COVID-19 Vaccination, awareness programmes for Voting in elections and AIDS Awareness Week are some examples of it.

In this way, all these cells helped in shaping well-rounded and competent individuals ready to meet the challenges of the future.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 32

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 0.25

3.4.3.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 28

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Links to the paper published in journals listed in UGC CARE list	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.4

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 44

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 2.41

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

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

Response: 3

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	**View Document**
Letter from the beneficiary of the consultancy along with details of the consultancy fee	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
CA certified copy of statement of accounts as attested by head of the institution	**View Document**
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Organising extension activities in the neighbourhood is a very effective way to keep students focused and learning and contribute to society through their services. The extension activities,which provide a great change of pace for students, were organised by the Institution throughout the period. The following case studies done in the past reflect the same.

Jal Shakti Abhiyan

Water crisis is a global issue. An Exclusive Awareness Drive Jal Shakti Abhiyan was conducted at the periphery of Govt J. Yoganadam Chhattisgarh College, Raipur and an adopted village namely Kandul of Raipur District, regarding the Importance of Groundwater and its utility and the role of an Individual to conserve and increase the groundwater level by the NCC and NSS Cadets in July 2019. The students organised a mass rally and interacted with the local people of Kandul village face to face educatingthem about water-saving and rainwater harvesting techniques and creating awareness among them. Theymadesoak pits near the rainwater drainage of houses.Information was shared on maintaining reservoir and groundwater levels in the village and the significance of plantations in

groundwater conservation.

Poshan Abhiyan

In the state of Chhattisgarh, there is a 17.6% prevalence of malnutrition among children, posing a serious challenge. Taking up this social responsibility, the institution's NSS, NCC Girls', and NCC Naval Units conducted a nutrition campaign in Gram Kandul in September 2019. Volunteers and cadets organised rallies and raised awareness about malnutrition, distributing packets of Dalia door-to-door. They also informed residents about ongoing state and central government nutrition initiatives, emphasising the use of local produce for a balanced diet and healthy living. The campaign educated the villagers about the quantity of minerals, and various nutrients available in different foods, promoting healthier lifestyles. This was a commendable endeavour towards building a stronger and healthier future for India.

Legal Awareness among the Transgender Community in Raipur

This activity of our institutionheld in 2021 was aimed at understandingthe behaviour of transgender individuals regarding their legal rights and protection as well as the impact of community engagement initiatives on enhancing legal literacy. The activity identified key challenges and opportunities for improving legal awareness and excess justice for the transgender community. This activity aimed to change the mindset of society and equalopportunity for the transgender community. The initiativewas taken up by the Dept of Law for social inclusion and justice.

Visit to Central Jail

Like every year the Department of Sociology and Social Work organised aneducational visit to the Central Jail, Raipur in October 2019. This visit aimed to enlighten students about practical knowledge and sensitivity towards social problems. It also provided insights into government initiatives and awareness of the rehabilitation scheme. During the visit, students studied the jail system, vocational training for inmates, education for children of female inmates, and arrangements for inmate education. This enabled students to understand the acceptance of inmates in society after their release and, serving as ambassadors.

Such initiatives inspire students to research various social issues and become social entrepreneurs, contributing to inclusive development.For such initiatives,thevolunteers/cadets of NSS and NCCand the officers have been awarded 34 awards during the last five years.

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

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 115

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
12	40	08	45	10

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

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

Response: 191

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The institution with excellent infrastructure is situated at the heart of the city and spread over approximately 3.5 acres with a barrier-free eco-friendly environment. It tries to meet the requirements of each department/ administrative section in the form of infrastructure facilities available.It ensures adequate availability of physical infrastructure in the form of equipment, books, ICT facilities, consumables, furniture, teaching aids etc.Financial resources in terms of grants from the State Govt., UGC, and *Janbhagidari* are utilized to upgrade and improve infrastructure facilities.The Future requirements are identified and augmented from time to time. In March 2023 a grant of Rs 50.56 Lacs from Higher Education was sanctioned for the construction of one room and a PG lab for the Chemistry Department and the extension of the Autonomous Cell of the institution. Another grant of Rs 20.63 Lacs released in August 2023 from the Department of Higher Education was meant for the renovation of the Commerce wing (Room No 30-33). At present, there are 30 well-ventilated, exclusive classroomswith sufficient seating capacity and proper electrification.Seven Undergraduate and tenpostgraduate Laboratories are there to meet the demand forpracticals. There is one Computer lab with twenty-three computers. The institution has one Mathematical Computation Lab with thirteen computers. In the English Lab Laptops, Computers, Mobile Apps, audio-visual Aids, LED TV and LCD Projector are used in teaching and learning the English language. Internet facilities were improvised for efficient blended teaching. All departments have been provided with Internet facilities and some with LAN. Free wi-fiezone is also facilitated to the students. Some Departments have cameras and speakers too to engage online classes if required. There is also a large air-conditioned board room with ICT facilities in the institution. The teaching-learning infrastructure facilities are well following the vision and mission of the college.

The institution has spacious parking and a well-maintained botanical garden with medicinal plants. The campus possesses beautiful palm trees, fruit-yielding trees and landscaping. Almost all plants on the campus have been barcoded.The college emanates an aura perfectly suitable for co-education with security guards, housekeeping management, and CCTV surveillance within the campus.

The sportsmen of the college have made giant strides in the field of sports. The Sports Departmentprovides several indoor as well as outdoor sports facilities for the students. An indoor gym has also been installed in the institution. In 2020 the institution signed **MoUs** with other agencies for using their playground facilities. They are **Union Club** and **VIP's Club** for Table Tennis, Badminton, Tennis and Swimming along with free coaching to the players. As a result, the players have been begged several National awards.

For cultural activities and Yoga an open Stage, and an Auditorium with a seatingcapacity of 250 people with a public address system are used. The Cultural Committee and Literary Committee of the College plan for organising cultural and literary activities in the College. The students participate in the Collegiate, Inter-Collegiate and University inter-university and national level activities in these categories and win prizes and awards. To acquaint the students with their cultural heritage establishing a Pura Vithika (Museum) in February 2023 was a giant leap made by the institution.

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

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 17.23

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
50.56	0	2.85	10	37.7

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Library of the collegeis run on two floors.On the ground floor, there are 2 separate chambers for the Librarian and Assistant Librarian and one properly ventilatedReading Room with a seating capacity of 50 students.On the ground floor, the books of Arts are issued and on the first floor, the books of Law, Commerce and Scienceare circulated.It has a wide range of textbooks/reference books/rare books and e-literatures.In total, there are 78063 books. In the rare books section, there are 189 books. The rare books section and competitive books section help the students in preparation for competitive examinations. Book Bank facility with 30657 books is meant for SC/ST students. A good variety of magazines and newspapers are also facilitated to the stakeholders.The Library is not yet automated and the process of automation is in progress. For automation, SOUL software 3.0 has been purchased.The institution has procured an automated package of library services that contains several functions. These functions usually include circulation, acquisition, cataloguing etc. ILMS to be established in the college may comprise a relational database, software to interact with the database and two graphical user interfaces. Most probably the process of automation will be completed in a month.

The library has N-List connectivity of INFLIBNET through which e-books and e-journals can be accessed.All P.G. students, research scholarsand professors have been registered to use N-List E-resource. Through N-List 64300+ e-books,6000+ journals and 6,00,000 e-books through the National Digital Library can be accessed by the users. The research scholars are also provided with the facility of remote access to Pt Sundarlal Sharma Library of Pt RSU through Knimbus.

The assessment of the utility of a library in an institution is done through the number of footfalls there. It is one of the ways to know the needs of the stakeholders. The library of the institution is utilised by all stakeholders like students, teachers and the non-teaching staff.Registers are maintained to record the footfall of students as well as teachers. The following data for the last five years shows an increase in

footfalls except during the COVID period.

Duration	Footfall of Teachers	Footfalls of the Non Teaching Staff	Footfalls of Students	Number of users using the library through e-access per day	Total Number of Footfalls	Total Working Days	Per Day Footfall
Feb.2018-Feb.2019	1000	-	3816	-	4816	255	19
Feb.2019-Jan.2020	1275	1020	12750	-	15045	255	59
Feb.2020-Jan.2021	230	58	805	-	1093	255	4.2896
Feb.2021-Jan.2022	351	73-	2390	-	2814	305	9.23
Feb.2022-Jan.2023	243	-	5479	-	5722	248	23
Feb.2023-Jan.2024	1750	795	18232	-	20777	248	83.77

The table atteststo the efforts of the institution to upgrade the library so that it can be optimally used by the faculty and students. To encourage more visitors and facilitate the studentsthe latest books in English medium and magazines helpful in competitive exams, employment newspapers and national and state-level newspapers are purchased.   The subscription to the N-List connectivity is also one of the best measures of the library for the purpose.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.86

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.77	0.99	0.23	3.08

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institutionhas an IT policy and to look after the IT Service Management an IT Committee is formed in the institution. External experts are also calledfor the same in case of need. The website is updated and monitored by the website up-gradation committee. Customised developed software is deployed for admissions, exams and results. The Institution has deployed 72computers for student usage. The institution has a Network Resource Centre to facilitate IT services. Computers of the Administrative Section and Computer Lab are connected through LAN of bandwidth1Gbps. For administrative information security, user-level authentication access is followed. The Campus has a high-speed internet facility with 300 Mbps. The institution has a 24X7 Wi-Fi facility on the campus for the students and faculty members to avail themselves of aninternet connection at any place in the college. College Campus security is maintained with the help of 16 CCTV cameras which ensures the safety and security of the campus.The arrival of the COVID-19 Pandemic in 2020 was a blessing in disguise. It came as a challenge among the teaching fraternity with the need for online teaching. The Internet facilities were improvised for efficient online teaching. All departments were provided with Internet facilities and some with LAN. Some Departments were provided with cameras and speakers too. Due to the efforts of the IT Committee, the institution could make the digital mark sheets of students availableon the institutional

website.The institution also managese-support systems like creating feedback forms,alumni registration,Right to information, Leave management system and related to financethrough college and government portals.

The UpdationDone between 2018and 2024

1. During 2018-19 the IT infrastructure was improvised.
2. During the session 2020-2021 website was renovated.
3. In session 2021-2022, a website portal was made to collect the examination and admission fees.
4. During session 2021-2022 web cameras, speakers and writing pads were purchased for online classes.
5. In session 2022-2023 LAN cable was also laid in classrooms.
6. In session 2022-2023 more internet routers were installed to provide uninterrupted internet and a WI-FI facility.
7. In session 2022-2023 a new computer lab was establishedfor the teaching of PGDCA, B. Com with Computer Application and B.Sc Computer ScienceProgrammes.
8. Softwarewas developed to prepare results and mark sheets according to NEP credit systems inthe session 2022-23.
9. During the last five years a budget of Rs 3,70,000 was allotted for information technology out of which 316,374 was expended.

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

4.3.2

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

Response: 54.33

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

Response: 72

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

At present, there are no facilities available for e-content development in the

Institution but the establishment of a studio for e-content development is in the To Do List of IQAC. Despite this, the teaching staff had enthusiastically shown their talent by developing e-contents in the form of Videos, Audio, PDFs, PowerPoint presentations etc. during the Pandemic and lockdown. These e-contents were uploaded to cgschool.in portal and YouTube to facilitate the students of the State. For blended teaching and to facilitate the students with e-contents the teachers prepare and uploadtheir e-contents in the form of video, PowerPoint presentations and PDFs to the website of the institution.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 66.97

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
15.83	7.14	5.76	20.08	344.12

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The physical, academic and support facilities in the institution are well maintained and augmented through well-charted procedures set by IQAC. The optimum utilisation of all these facilities by the students, as well as teaching and non-teaching staff,liesatthecoreofthe constitution of the policy.

College Building: Physical facilities such as the building of the institution and laboratories are maintained by renovation grants received from different agencies namely the Government of Chhattisgarh & Janbhagidari.In the system, the maintenance of the building comes under the purview of PWD. PWD is informed regarding the status of the building annually and a request is made for whitewash and other work periodically.If needed, the maintenance of the physical infrastructure of the college is executed through the Janbhagidari Development Fund. Apart from the housekeeping staff appointed by the Government as well as Janbhagidhari, looking at the spread area andneeds of the college campus, housekeeping is also outsourced through a contract system according to Governmentnorms.To keep the campus water source active and manage the watertableofthecollege,a rainharvestingsystem is established. Solar panels on the rooftop of the main building are working very efficiently, and help as backup for the requirements of the Principal Chamber and office.

Classrooms: Regular cleaning and sanitizing ofthe classrooms, washroomsand labs is done by the cleaning staff of the college. All the maintenance and repair works of classrooms (including electrical repair)are done by PWD.

Laboratories: Laboratories are developed and maintained by the respective Departments. Equipmentis purchased and maintained as per the needs of the particular department.There is a purchase committee which takes care of the purchase-related affairs as per the purchase rules provided by the Department of Higher Education and financial rules published by the Govtfrom time to time. The institution has separate UG and PG Laboratories to address the specific demands of UG and PG students.The students perform various experiments every day under the supervision of faculty members, lab technicians and lab attendants. The computers and their accessories are maintained by the supplier during the warranty period i.e. three years.

Sports: Indoor and outdoor games are facilitated. A Gym is also available.

Library: The college has a well-developed library.One section is utilised for reading, lending and borrowing of books. There is a librarian and library committee which seeks suggestions from the teachers for the purchase of books through HODs. The physical verification of books in the library is accomplished by 31 March of every year and afterwards, the library committee recommends the books for write-off.Some departments have their departmental Library which helps research scholars in their research. On the ground floor,a special section is made to facilitate SC, ST and OBC students. Library Staff ensures the maintenance and functioning of library services. The library Committee suggests measures to improve its functioning.

Canteen: The canteen isutilised by students and staff members of the college and maintained by the manager himself.A Canteen Committee looks after its functions.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 56.75

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2150	2333	2129	2046	1824

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

To increase knowledge and inculcate skills and competence among students to survive in today's stiff competitive world the institution is always on its toes. To motivate students to pursue higher-level goals **Career Counselling and Placement Cell** and have been working enthusiastically in the institution.

Career Counselling and Placement Cell has been trying to pave the way and bring out the potential and skills of the students in which they want to shape their careers by organising motivational lectures and seminars in various fields. This helps students to understand and choose one out of various career prospects. They are motivated to set goals and develop an incessant passion and zeal for hard work to achieve their objectives. By getting clarity about suitable job options, they may plan better and proceed at a faster pace to higher education efficiently. Career Counselling and Placement Cell conducted placement drives too to facilitate the students with job opportunities. The Committee for Coaching and Guidance for Competitive Examinations and various departments of the institution train students for various competitive **exams like UPSC, PSC, NET, SET, JAM, and GATE** for higher education and career development by organising workshops, value-added courses, seminars and talks on it. These programmes aim to provide valuable insights and strategies to help them excel in competitive exams. The experienced speakers with expertise in the field motivate the students to crack the exams they wish to. Their sessions are filled with very useful information, practical tips and guidance. The students are equipped with essential tools to enrich and enhance their preparation and increase their chances of success in the upcoming examination. In these sessions, the students are made free to ask their questions seeking clarification on various aspects to quench their thirst for the same. Such an exercise leaves the students with renewed confidence in their academic pursuit to prepare for their exams. The interactive nature of sessions facilitates a conducive learning environment, allowing them to exchange ideas and learn from each other's experiences. Such sessions have a positive impact on the attendees motivating them to approach their preparations for various exams with renewed focus and determination.

The efforts of both these cells and departments in the field became instrumental and consequently produced 84 students to qualify for various exams and 268 students got placed in various capacities during the assessment period. A totalof 1,171 students took the benefit of the same. The mentor-mentee scheme of higher education practised in the institution also helped the students interact with their teachers to discuss their career options. Apart from this at the time of admission, the admission committees also help the students in choosing their streams and subjects as per their goals in life.Overall organising about 25 programmes for the same during the assessment period attests to the efforts done by the institution in the field.

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

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 18.09

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
312	274	226	132	124

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.03

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	18	10	03

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	00	04	06

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Every year the Department of Higher Education directs to form Student Council in the institution. It was formed in the sessions 2018-19 and 2019-20. The members of the council were made representatives of academic and administrative bodies. They helped in organising various cultural and literary activities in the institution as well as in maintaining discipline among the students. They led in all these activities and learnt teamwork, leadership, participative management and the skill in problem-solving. Apart from this departmental parishads/councils and clubs were formed in which the students participated actively to organise various activities. But afterwards, due to the arrival of the COVID-19 pandemic no student council was formed. Despite this, advanced learners were made members of Departmental Councils/Parishads/Clubs and responsible for conducting online and offline programmes. In 2023-24 as the institution did not receive any direction from the Higher Education Department no student council was formed. However, the institution continued its tradition of involving the students in its academic as well as administrative bodies, P.G. Students' (alumni) representations in the board of studies of various departments played a vital role in framing the syllabi through their feedback. Their suggestions regarding the present requirements for making changes in the syllabi were welcomed by the Board of Studies. A Student representative was nominated as a member of IQAC who participated in the quality initiatives of the Cell for the institution. His/her advice made the IQAC aware of the needs of students and helped in its prospective planning. The nomination of an alumnus of the college in the IQAC and Janbhagidari helped in finding out the weaknesses of the institution which led to its rectification. In 2023-24 the students were made members of various committees of the college with the hope of smooth conduct of administration and governance. They felt proud of being members of these committees and worked enthusiastically for the successful conduct of various activities. They came up with their ideas and proposals to the convener and were given the freedom to organize programmes under the supervision of the faculty members. Resultantly, great change was observed in their personalities. The members of the Departmental Councils were allowed to participate in the governance also by celebrating Self Governance Week in April 2023 and on 6th September 2023. They participated in teaching their juniors and gained experience and confidence in their personalities. The NCC Cadets and NSS volunteers extended their services in the management of parking, and maintaining discipline and cleanliness drive in the campus. The juniors were also motivated for the upcoming celebration of the self-governance day. After this activity, senior students were observed in various classes teaching their juniors or peers and helping each other in practicals. With the help of the departmental council switch-off drills were also organised periodically to make the students aware of energy conservation. The students of the Department of Physics help in the conduct of the energy audit. In 2023-34 the Departmental Council of Botany members undertook the task of beautifying the college garden and preparing the QR code of almost all the plants and trees of the college campus. The enthusiastic participation of student artists in the Art and Techno Fest 2024 was also commendable.

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

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 15.98

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
4.21	0	0	11.70656	0.06

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni of an alma mater are great treasureswho play active roles in the development and quality enhancement of their institute through innovative ideas, financial aid, services and consultation. Acting as a bridge between the ex-students and present students, to activate the present students to face the needs and challenges of the Global world, this thought took shape and the Alumni Association Govt. J.Yoganandam Chhattisgarh College, Raipur was registered under Act 1973, serial no 44 on 28 May 2014. Presently there are 226 members including 17 members of the Executive Committee.Mr Mrityunjay Dubey heads as the Chairman and Mr Philip Sammul is acting as the Secretary of the Association. The details of the Association are as follows:

Email ID-

Bank Account - Alumni Association GJYCG Mahavidalaya

Account Number – 5390727227

IFSC Code- CBIN0283185

Bank – Central Bank of India

Branch- Chhattisgarh College, (03185)

Contribution between 2018 and 2024

Reward Sponsorship:- The Alumni have been sponsoringGold medals to appreciate the hard work of students and motivate upcoming students since 2007.

    1. The student achieving the highest marks in the Arts Stream.
    2. The student achieving the highest marks in the Science Stream.

3. The student obtaining the highest marks in M.A. Economics.
4. The student getting the highest marks in M.A. Public Administration.
5. The student obtaining the highest marks in M.A. Ancient Indian History.

Cleanliness Campaign:- Taking a step toward contributing to the nationwide cleanliness campaign, the Alumni Association launched cleanliness driveson the College campus periodically to fulfil the needsand awareness of cleanliness.

Beautification of the garden:- In Collaboration with Hira Group (Hira Power and Steels Ltd.)beautification of thegarden of the institution was accomplished.

Competitive Exams:- The Association organised lectures for the guidance of the students for the preparation of competitive exams.

Training:- A Two Day Training Programme was organised in collaboration with IQAC and CHIPS on the topic **Introduction to Startup Ecosystem: Chhattisgarh.**

Value Added Course:- In Collaboration with CREDA, a 30-hour Value Added Course was organised on **Renewable Energy and Environment**.

WallPainting:- On the Occasion of International Women's Day, the portraits of inspirational legendary women Rani Laxmi Bai, Savitri Bai Phule, Kalpana Chawla, Sarojini Naidu, P T Usha were painted on the wall.

Development of infrastructure:-Rooms No 71 and 72 were constructed and Room No 43 wasrenovated by polishing, painting and false ceiling and transformed into a Conference hall.

List of the items Donated to Date

S.N.	Items	Number of Items	Date
1	Executive Chair	20	08-02-2020
2	Sound Box	02	08-02-2020
3	Podium	02	08-02-2020
4	Mike	03	08-02-2020
5	39 Seater Conference Table	01	28-11-2023
6	Storage Unit	02	08-02-2020
7	Podium	02	08-02-2020
8	Revolving Conference Chair	04	06-02-2024
9	Wooden Arm Chair	30	06-02-2024
10	Wall Mount Fan	09	05-02-2024
11	False Ceiling Lights	20	23-01-2024

Registration:- Phase-2 Registration Drive was started on 28 January 2023 and is carried to date.

Provisions for registration are online as well as offline.

The institution is proud of its brilliant alumni who have maintained and strengthened the socio-cultural and educational harmony between society and the institution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The Vision of the College:-

- To provide excellent quality education to the students.
- To equip underprivileged students to meet the challenges of education, work and life.
- To provide a vibrant, caring educational environment.
- To equip the students with knowledge and skills and inculcate values to become good human beings.

Mission of the College:-

- A holistic mission of providing the finest quality education.
- To carry out academic excellence through active student-teacher participation.
- Improving the standard through innovative and effective teaching and curriculum development.
- Providing a conducive environment for research.
- Encourage meaningful learning through community education programmes.
- To develop the personality of the students and to inculcate moral, and ethical values among them.
- To develop leadership and managerial skills among the students.

Perspective Plan of the Institution after the II Cycle of NAAC

Short-Term	Long-Term
- Online Feedback System - Introduction of Value-added courses - Facilities for ICT-enabled teaching - Opening some more research centres - Signing MoUs with various organisations, institutions, industries and NGOs - To increase alumni engagement - Forming some more committees - Inclusion of students in various committees	- Introduction of CBCS - Introduction of Semester System in UG - Open more UG and PG Programmes - Automation of Library - Opening a museum - Establishment of Gym - Formation of policies - Going for various audits

For good governance, perspective plan and participation of teachers in the decision-making bodies Principal involves the teachers as members of significant bodies of the college and various other committees formed at the department andinstitutional level. The opinions, decisions and

recommendations of the committees help in making decisions regarding the perspective plan of the institution.Every committee of the college ensures student participation. Hence, they are directly involved in the decision-making processes.The organogram of the institution defines the organizational hierarchy.

The main objective of Higher Education in the 21st century is "To Improve Quality Education" based onthe concept of Skill India, Digital India, Cross-cutting issues, global, and national regional needs and demands, recent trends and IKS.Hence to develop creativity, innovation, critical thinking, problem-solving abilities,teamwork, and communicationskills among the students of the institution, an NEP 2020-based CBCS Semester System according to UGC guidelines has been introduced in undergraduate classes since 2022-23. Presently there are 176 Coursesunder the CBCS pattern along with40multidisciplinary Skill Enhancement Courses.

Due to efficient governance, the institution has succeeded in accomplishing its short and long-term plan.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institution is bent on promoting teaching, learning and administration for the benefit of all the stakeholders. It has framed 15 policies to create a congenial atmosphere and work culture for good governance. The Govt of Chhattisgarh is the supreme authority and the Directorate of Higher Education takes academic and administrative decisions (Administrative Setup, Appointment, Service Rules, and Procedures) which are carried out through the principal. For effective deployment of the institutional perspective plan to fulfil its vision and mission, the following statutory bodies are formed as per the UGC Act 1956 under Section 26 and the Ordinance of Pt RSU, Raipur.

S. No	Statutory Body	Duration	Functions	Aspects Considered in the Deployment of Policy and Strategy
1	**The Governing Body**	5 years	• Guides the institution to fulfil its	**Teaching and Learning**

				objectives under autonomy.	Encourage student-centric learning process.
				• Approves new programmes and annual budget.	• Promote cultural heritage through the Indian knowledge System.
				• Institutes scholarships, fellowships, medals, prizes and certificates.	• Introduce student projects, internships, field visits, assignments, Case Studies educational tours etc.
					• To design curriculum as per future needs.
					• To introduce skill-enhancement courses and innovative and interdisciplinary programmes under the CBCS pattern as per NEP 2020.
					• To promote value-added courses.
					• To promote soft and communication skills.
					• Secure a high rate of success in competitive exams.

| 2 | The Academic Council | 3 years | Scrutinizes and approves the proposals of BOS about curricula, academic regulations, teaching-learning and evaluation. Makes regulations regarding student admissions, sports and extra-curricular activities. Recommends the proposals of new programmes to the GB. Recommends the institution of scholarships, fellowships, medals, prizes and certificates to the GB. Advises the GB on suggestions pertaining to academic affairs. | **Research and Development**
To undertake minor or major research projects.
Encourage research on topics that are in the public interest
Bring out a compendium of national and international research papers and patents.
Increase the number of research centres.
Start a peer-reviewed research journal.
Increase the activities of IPR Cell.
Community Engagement
Organise legal awareness campaigns and facilitate free legal aid consultancy. Holding NSS Camps, Blood Donation |

| 3 | **TheFinance Committee** | 3 years | • Functions as an advisory body to the GB to consider the budget estimates relating to the grant received/receivable

from funding agencies, income from fees etc. and their audited accounts. | Camp, Teaching in slums, Teaching prisoners in Central Jail.
• Organise extension activities and outreach programmes.

Human Resource Planning and Development

• Done as per State Government Rules.

• Organise ad ministrative training programmes

Industry Interaction

• To invite experts from industries wh ileconducting Entrepreneur ship training programmes.
• Promote the ecosystem of startups through EDC and Incubation Centre.
• OrganisingA cademic tours to industries. |

4	**The Board of Studies**	2 years	• Recommends Courses of studies to the AC. • Recommends the measures to be taken for the improvement of teaching and research to the AC.	**Internationalisation** • Organise international programmes. • Sign MOUs and Linkages with organizations of international repute.
5	**The Janbhagidari Samiti**	3 years	• Ensures the execution of plans and policies. • Monitors and regulates the funds as per the institutional requirements.	
6	**The IQAC**	2 years	• Does regular monitoring of the institution regarding internal quality assurance. • Decides policy statements and action plans.	

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution follows a Performance Based Appraisal System (PBAS) based on API as prescribed by the UGC for the academic performance of the teaching staff. The faculty members fill out the prescribed proforma for self-appraisalbased on their contribution to academic, research, and other administrative and extracurricular activities and enclose their documents in its support. After the verification of the records and API mentioned the office of the Principalsends it to the Commissioner, Higher Education Department, Government of Chhattisgarh. The work performance of teaching and non-teaching staff is also evaluated by the Higher Education Department, Government of Chhattisgarh througha Confidential Report (CR). Heads of the department put remarks on the filled-in report and forward it to the Principal. Finally, it is sent to the Higher Education Department of C.G. Govt Raipur along with the remarks of the Principal. The record of teaching and non-teaching staff is maintained in their service book year-wise. The entire process keeps the staff members attentive toward the accomplishment of their duties

Being a Govt institution only the following welfare schemes of the State Govt apply to the teaching and non-teaching staff:

- Maternity leave
- Paternity Leave
- Medical Leave
- Anukampa Niyukti
- Child Care Leave
- GPF
- GIS
- Gratuity
- Medical reimbursement
- Part final advance against GPF

The teaching staff receives a salary from the State Govt as per the Seventh Plan of the UGC and the non-teaching staff is paid as per the State Govt Scale.

· Faculty members are granted study leave to pursue their doctoral degree as per UGC and Government rules as well as duty leave to attend seminars /workshops/ conferences etc.

.

·The college encourages the newly recruited faculty members to participate in Refresher/ Orientation Courses.

· Research facilities are provided by the college in various departments.

- Administrative, Professional and Computer and other Training programmes have been organized for the teaching and non-teaching members to upgrade their skills.

Details of Professional Development / Administrative Training Programmes organized

by the Institution during the last five years

Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	No. of participants	Dates (from-to) (DDMM-YYYY)

		Computer Training Programme for Non-Teaching Staff	7	08 to 15-01-2020
Computer Training Programme for the Teaching Staff		11	25-02-20 to 6-3-20
One-Day Training Programme on How to Create Google Forms and Quizzes		18	15.02.2021
	One-Day Administrative Training Programme on Introduction to Value-Added Courses for Heads of the Department	21	16.09.2021
	Administrative Training Programme on The Documentation of Data for NAAC	70	23.09.2021
Seven Day Workshop on Jeevan Kaushal		12	07-13.05.2022
Implementation of Semester System and Choice-Based Credit System in Undergraduate Classes		56	06.07.2022
	One-Day Administrative Training Programme for Teaching and Non-Teaching Staff on Good Governance Day	93	23.12.2022
One-Day Training Programme on Sexual Harassment at Workplace with Special		81	18.01.2023

Reference to Gender Sensitisation			
Administrative Training Programme on Discussion on Examination		59	28.02.2023
	Accounts Training by Govt Accounts Training School	1	12.07.2023-12.10.2023
	Training Programme for the Non-Teaching Staff on Communication Skills at Workplace	15	27.04.2024
One-Day Seminar on Millets: The Nutri Cereals	**One-Day Seminar on Millets: The Nutri Cereals**	92	1.05.2023
Workshop on Mapping of PO's and CO's		17	26.08.2023

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 18.28

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	20	07	05

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institution receives varied types of funds from different sources like Government, non-government,fees collection from students,Janbhagidari,UGC, RUSA,Autonomy Fund, other non-government agencies, and philanthropists etc. The establishment expenditure of the college including salary of Teaching and Non-teaching staff and other expenditure are met by the Department of Higher Education, Government of Chhattisgarh.In this regard, every yearestimated budget is prepared by the College and sent to the Higher Education Department. Adequate funds are allocated for effective teaching and learning practices. The budget is utilized to meet routine operational and administrative expenses and the maintenance of the fixed assets.

The institution has made different committees to make strategies to mobilize various types of funds and ensure optimal utilization. The collegefollows all the rules and regulationsframed by the Chhattisgarh Government BhandarKrayaNiyam (State rule, 1998) for the utilization of funds.

To mobilize the funds, the institution invites the list of annual requirements from all the departments at the beginning of the session. A meeting of all the heads of the departments and office is organized to evaluate the demand and necessity. After evaluation andas per the availability of funds thedistribution of funds is made to all the departments. For UGC funds, the Institution has constituted a planning board consisting of all the heads of the departments. The planning board prepares a five-year budget as per the requirements and guidelines of UGC.

All the funds are utilized on a priority basis.According to the budget, quotations,and tenders are invited by the college. On receipt of a minimum of three quotations within the time duration purchase process is done and quotations are opened before the Purchase Committee of the college constituted by the Principal. Later, the office staff and respective departmentsprepare a comparative chart of articles, and for the firm that quotes the lowest prices, based onthe recommendations of the purchase committee, the Principal issues a purchase order for the utilization of funds. On receipt of articles, it is distributed to the respective departments as per the requirement.Record of every transaction is maintained in the stock registers by the storekeepers, the librarian and the Head of the department. Janbhagidari funds are used for the appointment of Guest faculties and the benefit of students. Money collected from the students for College Magazine is utilized in bringing an annual magazine and College Bulletin. Overall, the Principal monitors and controls the financial procedures.

In the last five years, funds were mobilized in different areas, likethe purchase of equipment and instrumentation facilities, competence building, extension activities, and Career and Counselling Cell, for organising various programmes and Value-AddedCourses.Apart from this, the fundwas utilized through the Government body PWD in the renovation and construction of Labs, classrooms, and a room for Autonomous Cell. Non-government funds are utilized to fulfil various day-to-day requirements. In the last five years college ensured

optimal utilization of funds received from various resources. All the funds received during the yearswere audited internally and externally by the auditors, regularly. In the last five years,4external audits have been conducted.

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

6.4.2

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

Response: 21.55

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.65	0.50	0	10	10.40

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The College has a proper mechanism for both internal and external financial audits. The finances and the accounts are audited regularly. Its details are as follows:

Internal Audit: Internal audit is a continuous process in which many steps are followed.A Report of the monthly expenditures is prepared and sent to the Directorate of Higher Education and the funds are sanctioned. Afterwards, the expenditure details are sent to theDirectorate of Higher Education. The Internal financial accounting is done every month before the 10th and then the same accounts are audited by the internal auditors from the Department of Commerce. If any mistake is noticed the same is rectified then and there. After rectifications if any, the report would be submitted by internal auditors to the Governing Body for approval. Such multi-levelled scrutiny of the accounts surely leads to transparent Clear anderror-freeauditing work.

External Audit: To achieve the highest standard of financial management the institution goes for external audits of various funds individually. They are asfollows:

Government Funds: The Audit wing of the Directorate of Higher Education does the audit of these funds in addition CA and Accountant General Audit is also done. The process followed ensures detailed verification and rectification of the error committed. Wherever the auditors mark, the objections are resolved by the institution.

Non-GovernmentFunds (Amalgamated Funds): These funds are also audited by the Directorate of Higher Education, CA, andAccountant General.

UGCGrants: The Chartered Accountant, Departmental, and AG audits are done.

Janbhagidari Funds: The Chartered Accountant does its audit.

Exam Funds: These funds are again audited by the Chartered Accountant.

RUSA grants: These grants are audited by the Chartered Accountant.

During the COVID-19 Pandemic, no internal and external audits took place. But it was done afterwards for proper maintenance of financial records. Apart from the internal auditing, the external audits of the following funds were conducted:

1. Audit of Janbhagidari Funds – on 06.07.2019for the period 1st April 2018 – 31st March 2019.
2. Audit of Janbhagidari Funds – on 10.12.2020for the period 1st April 2019 – 31st March 2020.

1. Audit of Autonomous Section- on 06.03.2021 for the period 1st April 2019-31st March 2020.
2. Audit of JanbhagidariFunds – on 02.02.2023for the period 1st April 2020 – 31st March 2021.
3. Audit of JanbhagidariFunds – on 02.02.2023for the period 1st April 2021 -31st March 2022
4. Audit of JanbhagidariFunds – on 17.02.2024 for the period 1st April 2022- 31st March 2023.

The Institution through its timely conduct of internal and external financial auditing exhibits its binding

to accountability and transparency. The entire processfollowed by the institution to keep an eye on its financial exchange and management proves its integrity.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

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

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

After the II Cycle of NAAC as a result of IQAC initiatives two practices have been institutionalised. They are:

1. **Online Feedback System:**

Before the second cycle of NAAC offline feedback was collected from the stakeholders butafter 19-20 to get crystal-clear feedback IQAC started retrieving online feedback from the stakeholders which has been fully developed in four years.The new feedback system devised was in Google Forms. These Google forms were floated in respective groups to get feedback.

These Google Forms were to get:

1. Students' feedback on teachers' performance.

2. Parents' feedback.

3. Alumni's feedback.

4. Feedback from research scholars.

5. The responses of students on the infrastructure of the institution.

6. Teachers' feedback.

7. Feedback from the non-teaching staff.

This practice has provided an opportunity for the stakeholders to express their opinions which are valuable for future development and results. The scores of the analysis were circulated among the staff so that they may improve themselves and enhance their abilities. Feedback analysis regarding infrastructure has been communicated to the Land and Building Committee. The proposal for the construction of a canteen with good amenities and new rooms as well as the renovation of the Commerce wing has been sent to them. The feedback on the Library indicated some lacunas which were communicated to the Librarian. Library automation is undergoing.

2. Regular Conduct of Various Audits

The audit is an inclusive process in which thevalidation of documents related to the specific audit is ascertained. The scope of auditing is broad and deep. It is necessary to extend the audit beyond the financial audit so that the operational processes of the institution with its goals, objectives, and functions can be authentically evaluated. To fulfil the expectations of NAAC for internal quality assuranceIQAC of the institution conducted the following audits between the session 2019-20 and 2023-24.

1. **Academic Audit** – To study the academic management, academic practices, infrastructure, financial and support facilities for academic activities, institutional social responsibility, and functioning of IQAC.
2. **Administrative Audit –** To monitorthe Verification of books in Central Library, books of all Departments, verification of Electrical appliances, Computers, and furniture, and stock verification of Lab equipmentof practical subjects and stores in the institution the administrative audit was done. Whether the internal and external financial audits were considered by relevant accounting standards or not was checked. Its objectivity was evaluated and necessary changes were made.
3. **Energy Audit-** To identify energy efficiency problems and opportunities for energy conservation. Measures to reduce energy consumption were executed.
4. **Environmental Audit –** The areas of sustainability practices of the college as waste management, biodiversity preservation, green initiative, water conservation, energy conservation, etc. were evaluated.
5. **Green Audit-** To study the different species of plants presenton the campus.
6. **Access Audit –** To assess the existing facilities and suggest providing a barrier-free environment and safety for all including people with disability,
7. **Gender Audit-** After the Assessment of equal opportunities, equal rights, equal protection, and equal resources provided to the stakeholders of the institution, desirable improvements were made.
8. **RTI Audit-** Necessary changes were made after the evaluation of the working mechanism and transparency aspects related to the Right to Information.

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The Institution reviews its teaching-learning process, structures, and methodologies of operations and learning outcomes at periodic intervals through its IQAC as per norms:

1. **Feedback of the Teaching-Learning Process: -** The IQAC evaluates the teaching-learning process through the students' feedback and with the help of the Heads of the Department. At the beginning of the session, the Principal conducts the meeting of the staff council to discuss and review the overall performance of the college in the previous session. The focal point is mainly the exam results the way out for better performance of students in the new session. In this regard, suggestions are invited from the faculty members and finally, the Principal proposes the prospective plan for the session. After this, the department members under the head's supervision discuss the lacunas in the syllabi and methodologies used and decide for the changes to be made through the Board of Studies. Every teacher maintains a daily diary which is counter-signed by the head of the department and presented before the 5th of every month to the Principal for approval. This leads to more accountability in the teaching-learning process and the progress of students' performance is made possible through improvement and teaching-learning methodologies by the teachers. Before the commencement of the final examination, another staff council meeting is held in which the institution's progress is assessed and instructions regarding the smooth conduct of the examination are given by the Principal. IQAC plays a pivotal role in improving the teaching-learning process by suggesting better methodologies used throughout the session.

2. **SWOC Analysis:** A SWOC analysis committee is formed comprising the members of IQAC and senior faculty members. Every year it analyses the feedback report of the College for the session and suggests measures to be taken for the overall development of the institution. Based on this, the action is taken by IQAC. It ponders adopting innovative methods to improve the teaching-learning process as per the changing scenario of Higher Education. IQAC has always insisted upon the more and more use of ICT and it accelerated during the time of the COVID-19 Pandemic which came as a blessing in disguise. 100% of teaching was done online with the help of ICT tools. Apart from this, almost all the teachers prepared their video lectures to facilitate.

The students during those challenging days. After the II cycle of NAAC, it prepared its short and long-term prospective plan to be followed by the institution. The chief teaching-learning reforms implemented by the IQAC are:

- Adoption of a modified structure of Examination paper.
- Introduction of the CBCS and semester system in UG.
- Introduction of VACs and multidisciplinary SECs.
- Automation of Library.
- Opened 2 PG programmes and 3 new research centers.
- Introduced law and Maths in B.A.
- Introduced NCC as an additional subject in UG.
- Provided free Wi-Fi facility for all.
- Regular conduct of the Academic Audit.

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

6.5.3

Institution has adopted the following for Quality assurance:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The first higher education institution in Chhattisgarh region Govt J Y Chhattisgarh College, Raipur enables its students to develop their holistic personalities through equal rights, equal opportunities, equal resources and security. The atmosphere of the **college promotes gender equality** according to global standards. Here diversity and equality are not theoretical but a living reality.

Gender audit in the institution is an inclusive process which reflects the whole community of the institution. The admission process of the institution, curricula, faculty structure and committees formed for help and services and counsellingto check gender prejudices,and strategies are planned through open discussion among students, teachers, employees and Principal gathering different perspectives onthe issue. Through rules, policies, innovation and rectification the institution is moving ahead for the upliftment of the boys and girls.

Common Facilities for Boys and Girls in the Institution:

- Entrance
- Parking
- Staircases
- Reading Room
- Books issuing window
- Fee counter
- Drinking water
- Health Camp
- Seating arrangements in class, office and Departments
- Cultural activities
- Sports competition and practice
- Activities of NSS Unit
- Psychological counselling
- Happiness cell
- Gym
- Anti-ragging committee
- Discipline Committee
- Equal opportunity Cell
- Security guards, CCTV Cameras

Exclusive Facilities for Female Students and Staff:

- Girls' common room
- Washrooms for girls with sanitary napkins vending machine and incinerator
- Tuition fee concession
- Washrooms for female staff
- Child Care Leave
- Separate check-ups in the health camp
- Separate arrangements for boys and girls in NSS Camp
- O8 CG Girls' Battalion of NCC
- Reservation of one post for a female candidate in the Students' Council
- Mahila ProtsahanPuraskar
- Santur Scholarship
- Committee against Sexual Harassment of Women at the workplace

Gender sensitivity and gender sensitisation are accomplished by **including 52 Courses in the curricula** that focus on gender issues like gender discrimination, dowry, domestic violence, divorce, surrogate motherhood, live-in relationships, status of women, women empowerment, developmental issues of women, the institution of marriage, family and kinship, the role of Panchayati Raj for the weaker section and women, SHG, changing status of rural women, MNREGA, stridhan, Nikah and mehr, guardianship and maintenance, female labour and Gender Budget. The dissertations in Anthropology, English, and project work in Law, Psychology and Sociology focus on gender sensitivity and empowerment of tribal and rural women through legal awareness.

The chief gender equity promotion Programmes apart from the curricular activitiesorganised during the last five years are as follows:

- Population Control Awareness Campaign
- Discussion on the Rights and Safety of Women
- Seminar on Human Rights and Women
- Poster Competition on Women Empowerment
- Lecture on Child Rights Protection
- Legal Aid Consultancy by Paralegal Volunteers
- Training Programme on Sexual Harassment at Workplace
- Participation in Mahila Madai Mela and State-Level Women Conference
- Mahila Bike/Scooter Rally
- State-Level Women Empowerment Workshop
- Motivational Lecture
- Stage Show of Haan Main Savitri Bai Phule
- Celebration of World Daughters Day
- Two-day workshop on Women and Budget
- Group Discussion on Gender Differences and the Development of Gender Roles
- Workshop on Gender Discrimination and Gender role
- Essay and Poster Competition on World AIDS Day
- Psychological Counselling at the Dept of Anthropology
- Counselling by Happiness Cell

Ensuring gender equality and providing coeducation with a sense of personal security and dignity which is the motto of the college is achieved by the institution.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Today almost all countries are facing the problem of managing their waste and disposing of it safely. Sometimes wastes cause irreparable damage to the environment and health of all living beings if not strategically disposed of. As providing clean and green environment to breathe in is the necessity today Govt. J.Y. Chhattisgarh College is bent on fulfilling it for all stakeholders for which some facilities have been in use on the campus to manage the wastes. The wastes can be in solid, liquid or gaseous form but in waste management processes each state has its disposal methods. The management and disposal of waste in the campus is as follows

SOLID WASTE MANAGEMENT

- In an educational institution paper is a major waste. To minimise it the other side of the paper is used.
- The institution has a **shredder machine** through which useless official papers and old answer sheets are shredded into strips and then sold to the vendor with the condition to be recycled.
- To reduce waste generation is one of the preventive measures to protect the environment. The institution has takenthe initiative by promoting **paperless working**by digitally formatting its records.
- The other solid waste like cans, plastic, glass, rags and cardboard are collected in the dustbins provided in various corners of the campus and then conveyed to the garbage disposal of the Municipal Corporation Raipur.
- To reduce the plastic waste the tea shop vendor is instructed to serve tea and refreshments in paper cups and plates only.
- To manage the waste of the garden **bio-compost and vermicompost pits** have been used. The manure generated in the process is used in the garden again.

BIO-MEDICAL WASTE MANAGEMENT

- To minimise bio-medical waste of laboratories and to save natural resources the institution has **stopped the practice of dissection of animals and plants**. The students are taught with the help of models.
- Bio-medical waste in the Girls' Common Room is managed through a **sanitary napkin incinerator.**

LIQUID WASTE MANAGEMENT

- The wastewaterfrom the washing space is diverted to water the plants in the garden.
- Five **rainwater harvesting points** have been installed to increase the water table and curb the shortage of water in summer.
- The liquid waste of the chemistry lab is diluted before disposing of.
- Liquid waste fromthe canteen and washrooms is let out as effluent into an appropriate drainage facility to avoid its stagnation.

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT

- Looking into the harmful effect of these wastes the institution does not use such substances generating the same.

- Indiscriminate use of chemicals is discouraged in chemistry labs during practical classes.

E-WASTE MANAGEMENT

- E-waste is written off regularly. It is collected periodically and sent to the agency working for the State Government.
- Useful parts of electronic gadgets are removed before their disposal and used in the Physics lab inpractical classes.
- Organised a **workshop on e-kacharaPrabandhan.**

WASTE RECYCLING SYSTEM

Keeping in mind the restricted use of natural resources, minimising the waste and reusing it the following facilities are provided in the institution-

- **Bio-composting pit**
- **Vermicomposting pit**
- **Paper shredder**
- **Sanitary Napkin Incinerator**
- **Rainwater Harvesting Points**
- **Installation of Solar Panels**

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	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: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Govt J Y Chhattisgarh College has always been trying its best to maintain a green campus. The institutional efforts in this regard are as follows:

- The institution has its **Environment SustainabilityPolicy.**
- Conducts **Green, Energy and environmental audits** and maintains a green campus where environment-friendly practices are followed to promote a sustainable eco-friendly environment on the campus.
- The aim behind Green Campus is to sensitize the student community towards environmental protection and Sustainability.
- The students are involved in the efforts of beautifying the**lush green campus** with ample trees and plants in the front portion by Varli Art on the stems of trees in the entrance.
- Almost **all the plants have their QR codes** to acquaint the stakeholders with the biodiversity on the campus. These QR codes are prepared by the student of MSc Botany.
- To manage the waste of the garden **Bio-compost and Vermicompost pits** have been used. The manure generated is used in the garden again.
- The garden is maintained by the gardener who carefully looks after the garden and does regular mowing of the green grass in the lawn and watering the plants.
- The trees attract the migratory birds to come and prepare their nests on them
- **Cleanliness Drives** are organised on the campus. The NCC Cadets and NSS volunteers also regularly work towards **the cleanliness of the campus**. They collect the dry leaves and remaining wild grass in the bio-compost pit in the garden.
- In the inner portion of the campus, several fruit-yielding as well as other trees have been planted. It adds to the greenery of the campus and the environment is conducive for the teaching-learning process.
- The students of the college come **by bicycles and battery-powered vehicles**from the nearby

rural areas and a good number of students travel **by public transport** to come to college.

- Two vehicle parking spaces are provided at the main entrance of the college campus. The **approach roads to the college are pedestrian-friendly and accessible.**
- The college has been making efforts to **make the campus plastic-free**for which the students are motivated to reduce the use of plastic like tea cups, carry bags etc.
- **Dust bins** have been kept in every corner of the campus to avoid litter or waste materials.
- To increase the groundwater table and conserve rainwater **fivewater harvesting points** are installed on the campus**.**It also helps to curb the shortage of water in summer.
- The **installation of solar panels** for power supply to the office of the Principal is another major step towards green initiative.
- **Switch-off Drills**are organised to sensitise students to saving energy and natural resources.
- To promote **paperless working** and reduce the use of paper the notices are served in WhatsApp groups and the staff converts documents into digital formats. A high-speed internet facility on the campus is helpful for the same.
- **Awareness Lectures, Workshops on Single-Use Plastic, poster competitions, painting competitions, Environmental Awareness Rallies and NukkadNataks** are organised.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

To promote comprehensive and inclusive teaching and learning the institution has formulated its policy for disabled persons. The policy is meant to ensure equality and non-discrimination, inhuman treatment and exploitation, safety and social security, healthcare, sporting activities and a barrier-free environment.The institution got its infrastructure improvised under **the Accessible India Campaign (Sugamya Bharat Abhiyan)**. The Divyang Committee looks after the commitment of the institution towards Divyang stakeholders. To ensure the appropriate facilities in the institution and promote "Access for All" the institution got the access audit done in September 2023 and followed the recommendations also.

The institution provides the following facilities for a barrier-free environment:

Ramps

- There is a continuous unobstructed access route and a parking area leading to the accessible entrance of the institution.
- The parking is accessible and easy to use with sufficient space near the entrance.
- A ramp facility is provided to the disabled stakeholders for easy access to various places on the campus.
- The ramp with handrails is suitable for access and the surface is hard and non-slippery.

Divyangjan Friendly Washrooms

- The washrooms for disabled persons are provided on the ground floor for male and female stakeholders separately.
- There is a lower-height western closet along with handrails for support near the wall.
- Two vertical handrails beside the wash basin help the stakeholders.
- Extra care is taken to maintain neat, clean and hygienic washrooms.

Tactile Paths and Light

- There is a block tactile path with handrails to orient students with vision impairment.
- A tactile floor with yellow-coloured tiles is suitable for sightless people.
- Handrails are fitted to the staircases on both sides.
- The steps of the staircase are uniform and of adequate height.
- The lighting level is well-illuminated.

Assistive Technology and Facilities for Divyangjan

- A **Network Resource Centre** is provided on the ground floor.
- **Free Wi-Fi** connectivity.

Provision for Assistance, Reader and Scribe

- To help persons with disability human assistance is provided in the institution.
- The wheelchairs are placed near the ramps as per the requirements to move around without any physical barrier.
- Reader and Scribe Assistance is provided to the physically challenged students to write the examination.
- During Exams a separate seating arrangement for Divyangjan on the ground floor is made.
- Such students are given extra time too.
- In sports the differently abled students are also given a chance to participate.
- The differently-abled students are given preference in admission to all the programmes.

Other Facilities

- Healthcare.
- Providing equipment to the physically challenged if demanded.
- Providing a fee to the physically challenged if demanded.
- Provision to exempt the examination fee of Divyang students.

- Including the physically challenged in Divyangjan Committee.

Case Study 1

A student of B A l Sem, suffering from Cerebral Palsy and Locomotive Disorder, got her health check-up done by an orthopaedic surgeon in the institution. She was advised to use a crutch, but the student inability to use it. So, the Principal Dr Amitabh Banerjee and Dr Sandhya Nalgundwar provided her with a walker.

Case study 2

A student of MSC Physics lll Sem who had an amputated hand by birth. The Divyang Committee consulted a specialist for his artificial hand andsupported him in applying for a robotic hand in the Social Welfare Department,Govt of Chhattisgarh.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional 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 such other diversities (within 500 words).

Response:

The stakeholders of Government J.Y. Chhattisgarh College come from diverse backgrounds following different political beliefs, languages, races, cultures, classes, caste, creed and gender identity. Instead, they are made to feel involved, valued, respected and treated fairly in the environment of the institution. Knowing the fact that diversity without inclusion can result in a toxic culture the institution makes efforts in tuning its policies and practices administratively and academically to ensure a balance between the two. This makes the stakeholders more connected and productive and results in the smooth functioning of the institution in an amicable atmosphere. When they feel included, they are more engaged and go the extra mile for the institution. Such an attitude keeps them fit in their mental and physical health.

- **Administratively,** to ensure equality, justice and dignity of all individuals with a sense of inclusiveness the institution has formulated some policies and formed some committees. To materialise equal rights, opportunities, resources and security the institution promotes gender equality according to global standards. **Equal Opportunity Cell, Committee against Sexual Harassment of Women at the Workplace and Grievance Redressal Cell** have been working to check any unpleasant situation in the institution. Intending to advance a comprehensive and inclusive teaching and learning environment, the institution has formulated a policy for disabled persons to facilitate its stakeholders. The institution provides facilities for a barrier-free

environment and tries its best to make the differently abled feel included in every activity of the institution. **The Divyang Committee** works for the welfare of Divyang stakeholders. **The SC, ST and OBC committees** look after the welfare of the underprivileged students of the institution. **Post Matric Scholarship Policies** for each of these categories have been formulated to benefitthem. Apart from reservation during admissions, exemption in tuition and examinationfees, and providing free books and stationery were the other measures taken for this group.

Academically,to promote inclusivity the curriculum is revised with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social and human values and ethics. For the holistic development of the students, Indian constitutional values are incorporated into the curriculum. The students understand that everyone, regardless of their position, is subject to the same set of rules, fostering a sense of fairness and justice. This can inspire the students to address social issues and contribute to positive change leading to a more harmonious society.

Likewise, the whole year-round co-curricular and extra-curricular activities were organised to promote an inclusive environment, and harmony towards regional, cultural, linguistic and ethnic diversities. Followingco-curricular and extra-curricular activities were held during the assessment period celebrating diversity and emphasising the importance of inclusivity:

- **Independence Day, Republic Day, International Yoga Day**
- **Kargil Victory Day, Sadbhavna Diwas, National Unity Day, Constitution Day, Human Rights Day, NCC Day, Armed Forces Flag Day, Yuva Diwas, World AIDS Day, and International Peace Day.**
- **Ek Bharat Shrestha Bharat, Har Ghar Tiranga March, Birth Anniversary of Swami Vivekananda, Subhash Chandra Bose and Mahatma Gandhi, Azaadi ka Amrit Mahotsav.**
- **Exhibition on freedom fighters of Chhattisgarh,Seminar on Gandhian thought and culture, Lecture on Protection of Child Rights, Youth Parliament.**

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Government J.Y. Chhattisgarh College, the lighthouse of Higher Education in Chhattisgarh, boasts of preparing a sound academic foundation for students along with developing them as responsible citizens of India. Sensitising the students regarding their constitutional obligations and inculcating in them the qualities of true citizenship is one of the primary education given at the institution through various means like curricular, co-curricular and extra-curricular activities.

Curricular Activities

Students are made aware of fundamental duties and fundamental rights, through the curriculum of Humanities, Social Science, and Law Streams and are imparted Values, Civil rights, and duties enabling them to become responsible citizens. The Department of Law offers **internships in the State Human Rights Commission** to sensitise students regarding human rights. Sociology, Social work, and Law Departments instruct students to prepare **projects on social issues** to create legal awareness among rural women. At the UG level **Environmental Studies** and **NCC** are taught as additional subjects which have portions on Human Rights, Fundamental Duties, Constitutional Values etc. This knowledge leads to their empowerment to actively participate in civic activities, elections and community-building efforts and grooms them as upright responsible citizens.

Co-curricular and Extra-curricular Activities

The following activities were organised by the institution regularly:

- **Visit to Vidhan Sabha and Gram Panchayat** were conducted to acquaint the students with constitutional procedure.
- Every year **Youth Parliament** was organised to instil a deeper understanding of the functioning of Parliament and Democratic Principles.
- Every year the Department of Law celebrated **Vidhi Utsav** from **Constitution Day** to **Human Rights Day** to aware the students about the Constitution of India, human rights, and Fundamental Duties. On **Constitution Day** all the staff members were made to read the Preamble of the Indian Constitution and take an oath to perform their duties.
- **SVEEP Activities** were conducted to create awareness among youth about the value of their votes. In January 2024 **one of the student members of the Electoral Literacy Club and Convener were awarded by the District Administration** Raipur for their remarkable contribution to the field.
- **Road Safety and Traffic Awareness Programmes** were organized to bring behavioural changes among road users and persuade them for careful and safe driving following traffic rules.
- **International Yoga Day** was celebrated to promote good mental and physical health of people through yoga.
- **Blood Donation Camps** were conducted to motivate the non-donors and regular donors to repeat the act. In between **on-call blood donation** was also done by NCC and NSS volunteers.
- **Independence Day and Republic Day** were celebrated with grand fervour.
- Workshops and seminars were organized concentrating on women's health, gender equality and women's empowerment with the theme of inclusiveness on **International Women's Day**.
- Workshops and Seminars were organized to **create legal awareness** in society. **Free legal aid consultancy** was also provided by them.
- The values of students and teachers of the college were attested during the pandemic period when they served as **COVID Warriors** educating people to be safe and follow the pandemic SOPs, distributing food packets and masks, controlling the traffic, motivating people for vaccination and

organizing vaccination camps in the institution. For their services, the NCC officer and cadets were **awarded for their ex-NCC Contribution**.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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-I

1. Title of the Practice: Organizing Activities Focused on

Mahatma Gandhi and Other Great Leaders to Promote the Spirit ofPatriotism.

2. Goal: Patriotism acts as a foundation for all development activities and integrates diverse cultures, traditions, castes, and religions. Patriotism induces a sense of solidarity which acts as an umbrella under which all diversities mingle nurturing the sense of belongingness and contributing to nation-building and national progress. Government J. Y. Chhattisgarh College, since its inception in 1938 during the struggle for independence, has exemplified outstanding practices in fostering patriotism and has consistently demonstrated a deep commitment to instilling a sense of national pride and historical awareness among its students. One of the noteworthy and meticulously planned practices to achieve these ideas and ideals to promote the spirit of patriotism is to organise activities focused on Mahatma Gandhi and other great leaders of India.

3. Context: The youth is not only a vital force but also a change agent. They are the pillars of the country who build tomorrow's nation. The seed of patriotism can be sown in their hearts and nourished through different activities in educational institutions. The thoughts of Mahatma Gandhi, Subhash Chandra Bose, Swami Vivekanand, Sardar Vallabh Bhai Patel, and other leaders inspire the youth. Organizing activities focused on these leaders would channel this most active, dynamic, and energetic group into attaining the true ideals of the nation.

4.Practice: The institution organised elaborate ceremonies, seminars, and cultural programmes that paid tribute to the iconic figures of India and served as platforms for insightful discussions on their contributions to the nation. The institution also placed a strong emphasis on involving students actively in the planning and execution of these events. Students were involved in the committees to organise various activities, encouraging leadership skills and a sense of ownership among the student body.

5. Evidence of Success: Government J. Y. Chhattisgarh College integrated a multidisciplinary approach during these celebrations. Beyond conventional methods, itincorporated various educational mediums such as art exhibitions, historical plays, and documentary screenings. This diverse range of activities ensured that students with different interests and learning styles could engage meaningfully with the content, creating a more inclusive and impactful commemoration.The institution also collaborated with eminent scholars, historians, and guest speakers to deliver lectures and presentations during these events. Students participated in patriotic song and dance performances, dramatic enactments, and artistic displays that showcased the rich cultural heritage of the nation.

Moreover, the college actively engaged with the local community during these celebrations. Community outreach programs, patriotic rallies, and collaborative projects with neighbouring schools were organised to extend the impact of these events beyond the college premises. This inclusive approach not only spread awareness but also encouraged a broader sense of patriotism within the community.

This values-based education ensured that the celebrations go beyond the superficial and contribute to the holistic development of individuals who are not only academically proficient but also socially responsible citizens. Thus, the institution ensured that these celebrations were not just annual events but opportunities for profound learning, reflection, and the cultivation of a deep sense of national pride.

1. **Problems Encountered and Resources Required:**

A large number of students were from neighbouring villages and used public transport due to which sometimes it was difficult for them to participate in a large number of events. No doubt financial hurdles were also prominent in organising activities instead it was accomplished as where there is a will there is a way.

Best Practices-II

1. **Title of the Practice:** Organizing Vocational Training Programmes for empowering students for a better future.
2. **Goal-**The objective of this initiative was to train and nurture competence among young people, especially from economically underprivileged sections of society, and equip them with employability skills, coupled with access to employment and entrepreneurial opportunities. It enabled youth to access entry-level positions and placements.
3. **The Context-**There is a humongous gap between the skills existing in a person and the skills demanded by the industry and various companies. This excellent opportunity provides the students with a competitive edge and better access to different career options thenceforth securing a better livelihood. It ensures a secure and stable future. Graduating with vocational training would groom them to take the initiative as service providers, develop their businesses, or get feasible access to employment.
4. **The Practice-**As skill development is the only way to counter unemployment building a vocational and technical training framework, skill upgradation, development of new skills and innovative training are essential for existing jobs and have a vision to open new avenues for prospects to be created. The Internal Quality Assurance Cell of the institutionin collaboration with various Departments of the institution, Entrepreneurship Development Cell and Incubation Centre, CHIPS and MSME organised several awareness and training programmes in the institution.

The integrationof real-world projects and hands-on experiences engaged the students in practical exercises, internships, and industry collaborations that bridged the gap between theory and application.

To enhance student engagement and facilitate seamless communication, Government J. Y. Chhattisgarh College employed modern technology in its educational practices. Virtual classrooms, online resources, and collaborative platforms were utilized to create a dynamic and interactive learning environment. This integration of technology ensured that students were well-prepared for the digital demands of the contemporary workplace.

. The collaborations industry leaders and professionalsprovided students with opportunities for internships, guest lectures, and networking events. Such interactions not only exposed students to real-world scenario but also facilitated mentorship, offering valuable insights into various career paths.

1. **Evidence of Success-** Bearing the fruits of the constant efforts of IQAC and the Departments the students got encouragement from the workshops, seminars and training programmes on skill development and Motivation. Art and Techno Fests organised by the institution in collaboration with its MoU partners were appreciated very much by the participants as they developed their artistic and technical skills.
2. **Problems Encountered and Resources Required:**

The IQAC was bent on achieving its goal and organized workshops and training programmes in which a great number of participants showed their enthusiasm by attending and actively participating through interaction with the experts. The journey will continue in future too.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

Fostering Democratic Values: A Reflection on the Joint Efforts of IQAC, Department of Law, and Department of Public Administration at Govt. J.Y Chhattisgarh College through the Youth Parliament Initiative

Introduction:

Students from all over the State with diverse backgrounds come to study at the Institution. Including Law, Social Science, Commerce, PGDCA, and DBM this is one of the institutions of the state where all the disciplines are taught. The institution is committed to making its students responsible citizens with knowledge of the Indian system of governance and parliamentary democracy andthe burning public issues. In pursuit of nurturing democratic values and civic engagement among students, Govt J.Y Chhattisgarh College embarked on a transformative journey through the organisation of the Youth Parliament/Yuva Sansad initiative. The live functioning of Parliament has not only provided a platform for students to voice their opinions but also instilled a deeper understanding of parliamentary procedures and democratic principles. This was a leap towards celebrating diversity and emphasising the importance of inclusivity.Spanning over several years, this initiative stands as a testament to the institutional commitment to providing holistic education and democratic ideals.

Establishment of the Youth Parliament Initiative:

The inception of the Youth Parliament initiative was rooted in the collective vision of IQAC, the Department of Law, and the Department of Public Administration. Recognising the importance of experiential learning and active citizenship, these Departments came together to create a platform where students could engage in parliamentary debates, simulate legislative processes, and develop critical thinking and communication skills. With the support of the college administration, faculty members, and student volunteers, the Youth Parliament initiative was launched in 2014 to foster a culture of democratic participation and responsible governance among the student body.

Objectives and Structure:

The overarching objectives of the Youth Parliament initiative were multifaceted. Firstly, it aimed to provide students with practical exposure to parliamentary procedures and legislative frameworks. Secondly, it sought to promote democratic values such as tolerance, respect for diverse opinions, and consensus-building. Thirdly, it aimed to make students discuss public issues and form their opinions.

Fourthly, it sought to enhance students' research, analytical, and public speaking abilities. To achieve these objectives, the initiative was structured around a series of preparatory workshops, parliamentary sessions, and post-session evaluations.

Preparatory Phase:

The preparatory phase of the Youth Parliament initiative involved organising workshops and rigorous training sessions to familiarise students with parliamentary rules, procedures, and etiquette. Faculty members from the Departments of Law and Public Administration played a crucial role in delivering lectures on topics such as the structure of the parliament, the role of various stakeholders, and the art of persuasive communication.The process of 'Lawmaking' and 'Budget making' procedures was also briefed. Additionally, mock parliamentary debates and model sessions were conducted to provide students with hands-on experience and build their confidence.

Parliamentary Sessions:

The highlight of the Youth Parliament initiative was the parliamentary sessions where students assumed the roles of parliamentarians, ministers, and opposition members.The Parliamentary procedures and practices were followed corresponding to the practices and procedures followed in the Lok Sabha. The layout of the Parliament resembled the Chamber of Lok Sabha.Like the practice obtained in Lok Sabha, the session started with the arrivalof the Speaker only after the confirmation of the desired quorum in the House. Generally, the following items were included in the List of Business of Youth Parliament:

- Oath
- Obituary Reference
- Questions
- Adjournment Motion
- Zero Hour
- Questions involving a Breach of Privilege
- Papers to be laid on the Table
- Calling Attention Notice
- Legislative Business
- Private Members Bill and Resolution
- Short Duration Discussion
- Motion of No-Confidence in the Council of Ministers.

Guided by a set agenda and parliamentary protocols, students deliberated on a wide range of socio-political issues, proposed legislation, and engaged in constructive debates. These sessions not only showcased students' talents in understandingIndian governance and policy-making but also encouraged them to critically analyse complex issues from multiple perspectives.

Key Themes and Discussions:

Over the years, the Youth Parliament initiative explored a wide array of themes and topics of contemporary relevance. From education reform and environmental sustainability to social justice and youth empowerment, students deliberated on issues that resonated with national and global concerns. The diversity of topics ensured that participants were exposed to a broad spectrum of policy challenges and were encouraged to propose innovative solutions grounded in evidence-based research and ethical considerations.

Impact and Outcomes:

The impact of the Youth Parliament initiative extended beyond the confines of academic learning. Participants reported significant improvements in their communication skills, critical thinking abilities, and leadership qualities. Moreover, the initiative facilitated meaningful interactions between students from diverse academic backgrounds, fostering a sense of camaraderie and collaboration. Through their active engagement in parliamentary debates, students developed a deeper appreciation for democratic principles and the importance of civic engagement in shaping a just and equitable society.This activity is student-centric, to assure public participation in the administration. This persuades the students to understand the common man's point of view and express it in an articulated manner.

Challenges and Future Directions:

Despite its successes, the Youth Parliament initiative faced certain challenges, including logistical constraints, scheduling conflicts, and the need for continuous capacity-building efforts. However, these challenges were mitigated through proactive planning, stakeholder engagement, and feedback-driven improvements. Looking ahead, the organisers envision expanding the scope and reach of the initiative by incorporating innovative formats such as virtual parliamentary sessions, thematic committees, and intercollegiate competitions. Furthermore, efforts will be made to institutionalise the Youth Parliament initiative as a regular feature of the institutional academic calendar, ensuring its sustainability and long-term impact.

Conclusion:

The Youth Parliament initiative, jointly organised by IQAC, the Department of Law, and the Department of Public Administration at Govt. J.Y Chhattisgarh College, has emerged as a beacon of democratic engagement and participatory governance. Through its inclusive and participatory approach, the initiative has empowered students to become informed and responsible citizens capable of contributing meaningfully to the socio-political discourse. As the college continues its journey towards excellence in education and civic leadership, the Youth Parliament initiative will remain a cornerstone of its commitment to nurturing democratic values and fostering active citizenship among the youth.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The Academic Programmes developed to reflect the institutional vision and mission and offered by the institution focus on the following aspects:

- Offering a variety of programmes to create, archive and disseminate knowledge in Social Science, Commerce, Science and Law to serve humanity and Imparting knowledge in some interdisciplinary courses like Public Administration, Ancient Indian History, Anthropology, Law, Maths, Geography, Computer Application and NCC.
- Providing cost-effective educationbyexemptingtuition fees for females, admission Fees for SC,ST, OBC and BPL students and examination fees for Divyang students and providing scholarships to all the students belonging to SC/ST/OBC and BPL categories. Besides this, the faculty members pay the fee for the needy and Divyang students.
- The institution offers 32 programmes and 667 courses to get its students employed in government, non-Govt, public and private sectors or be successful entrepreneurs. More Emphasis on Self-Employment and Career-Oriented Programmes is given by developing employability, entrepreneurial, managerial and Research and Development skills of the students.All courses develop these skills of the students enabling them to face competitive exams efficiently. Cell for the Development of Entrepreneurship and Incubation Centre empowers ideas, fuels innovation and ignites entrepreneurial journeys among the students.
- Preparing enlightened citizens for national development through the involvement of students in various community outreach programmes, and activities on cross-cutting issues. Sports and other extracurricular activities promote team spirit and develop leadership qualities among the students.
- Providing education of sustainable quality throughwell-designedsyllabi, highly qualified and dedicated faculty, ICT-based teaching, Art and Techno Fests, Guest lectures, seminars, webinars, conferences, workshops and training programmes, mentoring and counselling, psychological counselling and publishing the college magazine 'Prachee' annually to exhibit students'creativity.
- Introducing innovative programmes like MSW, B.Com with Computer Application, PGDCA and DBM,Law and Maths in B.A. as an elective course, NCC and Environmental Studies as additional courses and Skill Enhancement and Value-Added Courses.
- The institution has set up 6 research centres to promote research in the public interest. Research has been given impetus through mandatory project work and Dissertation, Surveys and Fieldwork in some PG programmes, and Research Methodology in various programmes. Research Committee, IPR Cell and almost all the departments organise Programmes on Research Methodology. Promoting internshipsin a few programmes is an added advantage.

Concluding Remarks :

Government J. Y. Chhattisgarh College, as is evident from the summary, aims at fostering excellence across various dimensions – academic, research, infrastructure, and community engagement. The IQAC and various committees have left no stone unturned to elevate the overall quality of the institution. There has been a shift from basic to applied to translational.Learning Outcome Based Curriculums have been designed bythe Board of Studies of each Department that are then approved by the Academic Counciland Governing Body of the college.Choice-BasedCredit System is being followed in UG programmes. In order to drive research, creativity

and social impact, innovation and interdisciplinarity is encouraged. Enhancement of digital infrastructure has facilitated online teaching, learning, research and administrative activities. As a result, the institution ensures balanced approach to learning that takes advantage of both online and offline mode while maintaining an appropriate level of engagement in each using asynchronous learning platforms. Investment in academic resources, libraries, laboratories and teaching learning facilities has supported imparting quality education in consonance with the vision and mission of the college.To achieve academic excellence interdisciplinary collaboration is encouraged and global perspectives are promoted. A culture of research, innovation and critical thinking is fostered among the teachers and the faculty. Inclusivity is at the heart of every endeavour.Access to education is equitable irrespective of socioeconomic or religious background, gender or geography. This leads to diverse perspectives which enrich the learning environment, inculcate empathy and values on which human civilisation is built and contribute to holistic development. Student-centric approach, feedback mechanisms, community engagement and social responsibility that includes promoting inclusivity and diversity and environmental consciousness, inculcating life skills and entrepreneurship are some of the features of the institute's governess. In addition,the institute complies with relevant laws, acts and regulations of the State Government and parent university which ensures credibility and legitimacy. Effective communication, collaborations, linkages and transparency have built up faith and trust. The use of ICTfor planning, implementing, and monitoring various programmes and activities has enhanced the efficiency, transparency and accessibility of services. Transformational leadership is an everyday process of supporting, managing and inspiringcolleagues and students. It is practised by everyone from the Principal to casual parking attendants and the guards.

Autonomy is, thus,practised with accountability.Though much has been done in the last five years, the institute is aware that it has 'miles to go'. It is prepared to become a model college in future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**
	
	    1.2.1.1. **Number of new courses introduced during the last five years:**
	    Answer before DVV Verification : 122
	    Answer after DVV Verification: 109
	    1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**
	    Answer before DVV Verification : 667
	    Answer after DVV Verification: 667
	
	    Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names

1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :14
	    Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names

1.4.1	**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**
	
	    Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website
	    Answer After DVV Verification: C. Feedback collected and analysed
	    Remark : DVV has made necessary changes

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**
	
	    2.1.2.1. **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**
	    Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1142</td><td>1136</td><td>1129</td><td>1116</td><td>1116</td></tr></table>

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
738	747	671	691	687

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1142	1136	1129	1116	1116

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1014	1009	1002	990	990

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

2.4.1	**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

2.4.1.1. **Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	91	91	91	91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
95	87	82	91	88

Remark : DVV has made changes as per supporting documents shared by HEI

2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**
Answer before DVV Verification : 2064
Answer after DVV Verification: 1909

Remark : DVV has made changes as per prescribed format shared by HEI

2.6.2	**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

	2.6.2.1. **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:** Answer before DVV Verification : 1010 Answer after DVV Verification: 779 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered passed candidates during the year
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 43 Answer after DVV Verification: 28 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered current UGC CARE with ISSN publication for the same
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 85 Answer after DVV Verification: 44 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered Books with ISBN number and has followed the calendar year (JAN-DEC)
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---|
14	43	08	46	22 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---|
12	40	08	45	10	

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration like One Day Blood Donation Camp, One Day Covid-19 Camp, Army Day, Student Seminar on National Legal Service Day, Army Flag Day etc

5.2.2	**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	19	11	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	18	10	03

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded due to repetitive names

5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	00	00	07	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	00	04	06

Remark : DVV has made necessary changes as per supporting document shared by HEI

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per prescribed format shared by HEI and input value "0" has been considered as we have excluded financial support less than Rs.2000

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>95</td><td>87</td><td>82</td><td>91</td><td>88</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>76</td><td>76</td><td>78</td><td>78</td><td>75</td></tr></table>

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