

GOVERNMENT LAXMANESHWAR COLLEGE KHAROD Dist. Janjgir-Champa (CG)



PREFACE

Govt. Laxmaneshwar College Kharod is a prestigious institution. It is called *Kanshi Nagri* of Chhattisgarh state. It is situated near Mahanadi River called *Punyat oya, Ant ah- Salilaa- Chitrapala* which is the name of Chhattisgarh River Mahanadi (Chhattisgarh's Ganga) on the bank of picturesque Aamra- vriksha furnished from the ancient time historical, cultural, spiritual, educational and navigational point of view from the ancient time, the fourth, seventh and eighth century established sumptuous Indaldev, Sabri mata, Shani dev, Mahamaya and Ashutosh Bhagwan in the town of Laxmaneshwar Mahadev (Kharod).

Shree Laxmaneshwar Educational Committee established in the year of 1965 by the people of Kharod by their help, dedication and sacrifice to provide the education for all the population of Kharod. The Laxmaneshwar College was affiliated to Ravishankar Shukla University Raipur. In 26th June 1981 the college was taken over by the government. The College is recognized under UGC Act under 2F and 12 B in 09-12-1987.

This college was established by the Department of Higher Education Govt. of Madhya Pradesh. Kharod and Sheorinarayan are religious places which are famous for the religious fair, held in every year during Maghi Purnima. Kharod is also famous for Laxmaneshwar Temple. Presently Science, Arts and Commerce all three disciplines, six PGs and one PG diploma in computer application course available. The total number of allocated seats are 1790. 1582 out of 1790 students are enrolled 1673 non college students. The college has 16.10 Acres of land under its possession and equipped with one sport field and a garden.

Principal
Govt. Laxmaneshwar College, Kharod
Dist. –Janjgir- champa (C G)

PART – ‘A’

EXECUTIVE SUMMARY

CRITERION – 1

Curricular Aspects:

This institution is a Govt. College and function under the Higher Education Department. It is affiliated to the Atal Bihari Vajpayee Vishwavidyalaya, Bhaspur C G

The College has three Disciplines:-

- (A) The faculty of Arts
- (B) The faculty of Commerce
- (C) The faculty of Science
- (D) The faculty of Computer Science

OUR POST GRADUATE COURSES

1. MA in Sanskrit
2. MA in Economics
3. MA in Political Science
4. MA in Sociology
5. MA in Hindi
6. MA in Commerce

UNDER GRADUATE COURSES

1. B Sc (Botany, Zoology and Chemistry)
2. B Sc (Physics, Chemistry and Mathematics)
3. B A (Hindi Literature, English Literature, Sanskrit literature, Geography, Economics, Sociology, Political Science)
4. B Com

PG DIPLOMA COURSE

1. PGDCA (Post Graduate Diploma In Computer Application). PGDCA is conducted by self financed by this college.

The syllabus & courses are prepared by the board of studies of the Atal Bihari Vajpayee Vishwavidyalaya Bilaspur which implement by the college. The university caters to the needs of the students and includes courses that raise Employability. The syllabuses are of the high standard and enable the students to gain rich, vast and profound knowledge and information workshop and seminar are organized in the college for the up-gradation of both faculty member and student. Holistic education is the need of society, so the college has active units of NSS, youth red cross. The college collects feedback from student alumni and parents from time to time and tries to look in to the major issues.

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CRI TERI ON -2

Teachi ng, Learni ng and Eval uati on

The college follows transparent admission process for students. All the important information related to admission as provided in the brochure, on the website, on the notice board and in the local news paper. The admission is done entirely on basis of merit at UG and PG level. The reservation policy of government for ST/ SC/ OBC/ physically challenged women/ achievers in sport and extracurricular activities, followed strictly. The college offers a well organized system for the all round development of student coming from diverse fields and localities. However, the college has a set up to cater to the diversity of student. Education program at the beginning of each session help student to locate about the courses. The objectives infrastructural facilities and the tradition of the college remedial classes are conducted to assist student from ST/ SC/ OBC/ Minorities/ Slow learners.

The needs of the differently able are fulfilled with empathy and compassion. Advanced learners are motivated and inspired to achieve higher goals and shoulder important responsibilities in student activities the college has a meticulously planned system. The college follows the academic calendar sent by the Department of Higher Education CG Govt. Raipur the academic calendar gives us information regarding admission process of student union election and each taking ceremony, sports and cultural activities, plantation program annual function celebration, NSS camp, different vacation and internal examination schedules teaching plans. Syllabus and evaluation process are explained to the student class wise by the faculty members besides the education programs faculty members take classes properly and per central time-table and maintain a daily diary, they use. Generally the

traditional lecture, talk and chalk method in most of the theory classes however LCD, LED, OHP and model demonstration are being used whenever required. The well equipped laboratory of Geography. Further enhances the teaching learning process the library, computers internet facility and NRC emphasize a student centric system. A holistic education is imparted and student get valuable exposure to a number of extracurricular activities and sport facilities by highly qualified devoted teacher and energetic sport persons.

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CRI TERI ON -3

Research Consultancy and Extensions

The faculty members are interested in research field. Three faculty member awarded Ph. D. Dr. G C Bhardwaj HOD Department of Sociology, Dr. C B Khuntay HOD Department of Economics and Dr. S K Kashyap HOD Department of Hindi is very keen in the field of research and publish so many articles in various research journals. Dr. G C Bhardwaj Department of Sociology is presently MPhil Guide (Dr. C V Raman University) and Applying for Ph. D Guide. The faculty member actively participate in seminars and workshop and present research papers. They inspire the students of post graduate classes to do research in their respective fields of knowledge.

The extension activities of the college are monitored by the enthusiastic participation of student and faculty Coordinators in NSS, Youth Red Cross, Career counseling and placement cell, Tree plantation, Drives, Village visits, Credit awareness towards cleanliness. Removal of old and rotten traditions and custom of society such as Superstition, Dowry system, Untouchability etc. are a part of NSS cadets. Health awareness programs, AIDS awareness, Blood donation camp and Health checkup etc. The career and counseling cell inform the students regarding several job opportunities in different fields. The placement cell is trying to contact the placement office of different industries situated on Janjgir- Champa. The college is progressive in field of research professors as well as Students. For student awareness for research the college organized national seminars to promote students in the field of research and innovation.

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CRI TERI ON – 4

INFRASTRUCTURE AND LEARNING RESOURCES

The college has a green expansive campus 16.10 Acres. It is situated in the rural and the backward area of Kharod village About 63 km away from Bilaspur city and also 53 km away from district head quarter Janjgir. The college has a newly constructed grand building. There are Class rooms and lecture halls. There are 4 classes room for tutorial classes. There is a well furnished and decorated principal chamber the professors chamber is big and beautiful. The laboratory of geography is well equipped and peaceful. The laboratory of computer science is rich and very useful for students. It is the age of science and information technology. There is a rich central library having thousands of books of different subjects are there. There is a reading room attached with the library. The college has proper wash room and facility for providing clean drinking water. There is well managed common room for girls. Sports education programs are very important component in any educational institute as it adds to the overall personality and character development of student. The college has a big play ground for out- door games, court for badminton, volleyball, table tennis and hall for game and other indoor game. The enhancement of IT facilities has seen a quantum leap within year in the form of computer science.

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CRI TEERI ON-5

Student Support and Progression

The college provided very good Infrastructural and academic facilities to all its students. Examination result high demand ratio and well placed alumni of the college are proof of the student support system. The website and college brochure provide all necessary important information. The government reservation policies are followed to provide support to the underprivileged. The college also has a career and counseling cell and placement cell which have helped students in many ways. Sports area of the college and a number of students have won accolades at intercollegiate, State and national levels. Cultural events are a part of the varied activities that students are involved in and they are able to perform well. The student actively participate in different literary competition such as essay writing, speech, debate etc. and different culture and art competition such as – Rangoli, Mehendi, Dance, Mono Acting, Singing etc. and their performance is wonderful and exiting. The NSS Youth, departmental association and other societies are active and under their banners, students have been able to carve niches for themselves at local and state levels.

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CRI TERI ON 6

Government and Leadership

The vision of the college is to give a holistic education and prepare citizens who are committed to the nation, sensitive to the needs of the suffering humanity and have moral uprightness and strength students should be equipped to face the global changes brought in by technology, and have a deep desire to excel. A sensitive awareness is local nation and global need is acquire need today and it lies on education. This vision is pursued by the administrative set up of the college and through inspired leadership. The Principal, Head of Departments, committee internal exam cell, different committee and IQAC work together with all faculty members supports staff to ensure the smooth functioning of the college. The staff council the Janbhagidari Samiti and various committee functions in union representation from government university alumni, parents eminent citizens and senior staff member in different bodies ensure interaction with all the stakeholders.

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CRITERION 7

Innovation and Best Practices

The college is committed to the core values pursued by UGC – NAAC to enhance education and prepare student to face the challenges of the fast changing world. A science effort has been made by the college to follow and implement three core value :-

1. Contributing to national development.
2. Fostering global competencies among students.
3. Inculcating a value system among students.
4. Promoting the use of technology and skilled development.
5. Quest for excellence.

The college is committed to environment consciousness and this is reflected in the compulsory paper in Environmental studies. Reaching out to humanity is attained through the active NSS, YRC department association and other societies many Innovative methods of teaching and evaluation have been incorporated into the system in the past year the increased use of technology and the internal examination return with internal assessment and question pattern social activities environmental consciousness and other given in the detailed sections.

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S WOC ANALYSIS

STRENGTHS:

An old and prestigious college known exclusively for Art, Science and Commerce education in the rural, tribal, backward and hilly area of Janjgir- Champa district with student strength of more than thirteen hundred and low drop rate.

In our college the number of SC and OBC students are much higher. Students come from Rural Backward area.

Three Disciplines - Arts, Science and Commerce. The students have choice to opt three subjects out of the following seven subjects BA English literature, Hindi literature, Sanskrit, Geography, Economics, Political science and Sociology.

Highly qualified senior and well experienced faculty members. Three faculty members have done their Ph. D and minor research paper have sent to UGC

The teachers of this college are not only teachers but also like guardians. We can call this college GURUKUL of present. Team work dedication and harmony among staff members.

Large and green campus of 16.10 Acres. The college building has big lecture halls, library, auditorium, common room for girls separately. Geography Lab, Computer Lab, and Regular monthly and Internal Exam operated. Teachers parent meeting operated the medium of IQAC skill development. Excellent exam result and other things healthy academic environment, serene and green campus clean and ground building for student and staff functional sports development NSS and for boys and girls.

WEAKNESSES:

1. Proper manage of library to the lack of librarian.
2. College have their own playground but lack of boundary wall.
3. Incomplete science and commerce faculty the lack of regular Teacher.
4. Students come from rural remote and backward areas.
5. Heavy workload on faculty members and less number of supporting (teaching & non teaching) staff.
6. Insufficient faculty laboratory and office staff. Lack of boys and girls hostel, research laboratory, computer laboratory, well decorated auditorium, conference hall, staff quarter and guest house.
7. Insufficient fund provided by the government. Limitation in utilization of fund released by UGC due to state governments store purchase rule and mismanagement of funds/grants.
8. Attraction of student toward professional courses but lack of these courses like BBA, BCA etc.
9. Lack of research scholars due to change in affiliating university.
10. Lack of hostel rooms as compared to number of students.

OPPORTUNITIES:

1. Potential to start science faculties such as B. Sc. (Mathematics), B.Sc. (Hons.) in Under graduate courses, MSc. in Chemistry, MSc. in Mathematics MSc. in Zoology, MSc. in Botany, MA in English, MA in Geography.
2. Recognition as a well reputed and prestigious institute of higher education & research.
3. Availability of student to increase the intake capacity and trust of academic enhancement in these areas.
4. Potential for getting more funds from funding agencies.

- RUSA of a major source of funding for heads that are not supported by the UGC or the state Government.
- Scope to strengthen culture and sports talent.
- Scope for research in field of arts & commerce.
- Scope for various extension activities for society.
- Capacity to enhance vocational/job oriented/professional courses.
- Linkage collaboration with different institutes.
- Availability of resources persons in skirting areas.

Mobilization of external agencies through help

- Laxmaneshwar college kharod organized all around development and career orientation programs with the help of combined effort by IQAC and N.S.S.
- Public awareness programs for different fatal disease such as HIV AIDS, Cancers etc.

CHALLENGES:

- Deficiency of staff.
- Lack of librarian and regular Teachers.
- Sudden growth of technical & professional education and no corresponding change in school education so the quality of entry into higher education is in question.
- To teach student mostly under privileged and down trodden sections of society.
- Need of continuous revision of courses but reduced availability of resources/opportunity/technology.
- Inadequacy in availability of proportional infrastructure and funds with reference to time & space.

- Less employability & lack of communication skill.
- The quality of research activities academic serviced and student support programs are the challenge ahead.
- Complex procurement procedure laid by state government.
- Lack of skill development.
- Challenge to increase the number of job oriented courses professional courses and vocational courses due to attractive condition offered by industries to brilliant students.
- Challenge to raise the academic standard of student belonging to ST/SC/ OBC categories.
Challenge to raise their culture standard
- Lack of residence for the security guest and students coming from other villages or states or districts.

INITIATIVES:

- Setting up of internal quality assurance cell.
- Setting up of career & counseling cell.
- Setting up of cell for anti ragging.
- Setting up of women harassment cell.
- Setting up of placement cell.
- Setting up of parents-teacher association.
- Setting up of UGC- Network resource centre.
- Setting up of dean & green campus.
- Setting up of youth Red Cross Society.
- Feedback system has been started.

FUTURE PLANS:

- Starting science faculty i.e B Sc. (Mathematics) , B Sc. (Hons.) in Under Graduate courses, M Sc. in Chemistry, MSc. in Mathematics MSc. in Zoology, MSc. in Botany, MA in English, M A in Geography.
- Starting professional courses.
- Construction of a big central library with a big reading hall.
- Construction of laboratories.
- Examination reforms.

PHOTO GALLERY

COLLEGE BUILDING & CLASSROOMS





LABS & LIBRARY



Chemistry Lab



Botany Lab



Physics Lab



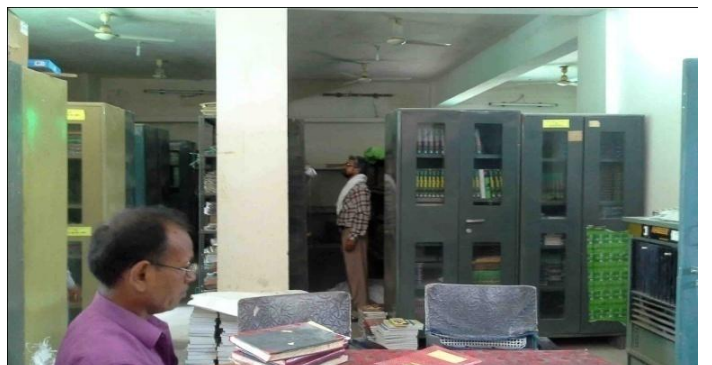
Geography Lab



LIBRARY STUDY HALL



LIBRARY



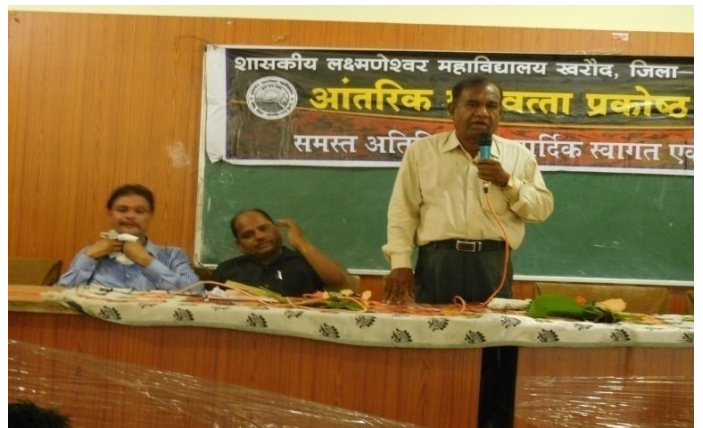
GAMES & SPORTS



VARIOUS ACTIVITIES OF N.S.S. & YRC



CAREER COUNSELING AND WORKS HOPS



CULTURAL ACTIVITIES



Golden Jubilee Programs



PART - ' B

Profile of Govt. Laxmaneshwar College, Kharod
Distt. Janjgir- Champa (C G)



GOVERNMENT LAXMANESHWAR COLLEGE, KHAROD

Distt. Janjgir- Champa (C G)

2. Profile of the Institution

1. Basic Information

Name and Address of the College:			
Name :	Govt. Laxmaneshwar College Kharod		
Address :	At. Post- Shukul Para Kharod		
City :	Kharod/Janjgir	Pin : 495556	State : Chhattisgarh
Website :	www.govtcollegekharod.in		

2. For Communication

Designation	Name	Telephone no.	Mobile	Fax	Email
Principal	Pro. GN Bhat pare		9406037749	-	gmbhatpare@gmail.com
Vice Principal					
I QAC Coordinator	Dr. GC Bhardwaj		9009622049	-	gc.bhardwaj16@gmail.com

3. Status of the

Institution: Affiliated
College Constituent
College Any other
(specify)

Affiliated College

4. Type of Institution:

a. By Gender

- i. For Men -
- ii. For Women -
- iii. Co-education - **Yes**

- b. By Shift
 i. Regular
 ii. Day - Yes
 iii. Evening

5. It is a recognized minority institution?

Yes No

6. Sources of funding - **Government**

7. a. Date of establishment of the college: **19.11.1965** (dd/mm/yyyy)

b. University to which the college is affiliated/or which governs the college (If it is a constituent college) -

Atal Bihari Vajpayee Vishwavidyalaya Bhaspur (CG)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
2 (f)	1987	
12 (B)	1987	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/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	Remarks
NIL	NIL	NIL	NIL	NIL

(Enclose the recognition/ approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Ans - NO

If yes, has the College applied for availing the autonomous status?

Ans - NO

9. Is the college recognized

a. By UGC as a College with Potential for Excellence (CPE)?

Ans- NO

If yes, date of recognition: (dd/ mm/ yyyy)

b. For its performance by any other governmental agency?

Ans- NO

If yes, Name of the agency ..**NL** and

Date of recognition: **NL** (dd/ mm/ yyyy)

10. Location of the campus and area in sq mts:

Location - **Semi Urban Area**

Campus area in sq mts. - **15.31 Acre**

Built up area in sq mts. - **1350**

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under- Graduate	B A	3Year	12^h Graduation	HI NDI	180x3=540	
		B Sc.	3Year	12^h Graduation	HI NDI	180x3=540	
		B Com	3Year	12^h Graduation	HI NDI	80x3=240	
	Post- Graduate	M A Political	2Year	Graduation	HI NDI	40x2=80	
		M A Sanskrit	2Year	Graduation	HI NDI	45x2=90	
		M A Economic	2Year	Graduation	HI NDI	40x2=80	
		M A Sociology	2Year	Graduation	HI NDI	30x2=60	
		M A Hindi	2Year	Graduation	HI NDI	30x2=60	
		M Com	2Year	Graduation	HI NDI	30x2=60	
	Integrated Programmes PG	-	-	-	-	-	
	Ph. D	-	-	-	-	-	
	M Phil.	-	-	-	-	-	

Ph. D							
Certificate courses							
UG Diploma							
PG Diploma	PGDCA	1 Year	Graduation	H ndi	40		
Any Other (specify and provide details)							

12. Please fill in the following details if applicable:

Number of programs	Self-financed programmes offered	New Programmes introduced during the last five years
	PGDCA	2018-19

13. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments	UG	PG	Research
Science	Physics, Bot any, Zool ogy, Che mi stry,	Physi cs, Bot any, Zool ogy, Che mi stry,		
Arts	English H ndi Geography, Econo mi cs, Political science, Soci d ogy, Sanskrit	English H ndi Geography, Econo mi cs, Political science, Soci d ogy, Sanskrit	H ndi Econo mi cs, Political science, Soci d ogy, Sanskrit	
Co mmer ce	Co mmer ce	Co mmer ce	Co mmer ce	

14. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*N	*F
	*M	*F	M	*F	*M	*F	*M	*F	*N	*F
Sanctioned by the UGC/ University/ State Government <i>Recruited</i>	M	F 06	M	F NI	M	F 16	M	F 11	M	F 07
<i>Yet to recruit</i>	-	-	-	-	07	01	04	-	03	-
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>	-	-	-	-	02	-	01	02	02	-
<i>Yet to recruit (Janbhagi dari)</i>					01	-	01	02	01	-

* M Male *F Female

15. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D. Sc./ D Litt.	-	-	-	-	-	-	-
Ph. D	-	-	-	-	3	-	3
M Phil.	-	-	-	-	1	-	1
PG	-	-	-	-	-	-	-
Temporary teachers							
Ph. D	-	-	-	-	-	-	-
M Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	4	1	5
Part-time teachers							
Ph. D	-	-	-	-	-	-	-
M Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	14	-	14

16. Number of Visiting Faculty/ Guest Faculty engaged with the College.

14

17. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2016-17		Year 2 2017-18		Year 3 2018-19		Year 4 2019-20	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	160	200	161	200	180	201	176	252
ST	29	27	26	17	14	19	30	26
OBC	408	457	415	451	433	463	447	539
General	17	21	21	20	21	65	19	25
Others	0	0	0	0	0	0	0	0

18. Details on students enrollment in the college during the current academic year: 2020-21

Type of students	UG	PG	M Phil.	Ph. D	Total
Students from the same state where the college is located	1269	313	0	0	1582
Students from other states of India	0	0	0	0	0
NRI students	0	0	0	0	0
Foreign students	0	0	0	0	0
Total	1269	273	0	0	1582

19. Please fill in the following details if applicable:

Unit Cost of Education		
	Including Salary Component	Excluding Salary Component
1514	14020	18821

* (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

20. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/ mm/yyyy) Accreditation Outcome/ Result- **NI**

Cycle 2: (dd/ mm/yyyy) Accreditation Outcome/ Result- **NI**

Cycle 3: (dd/ mm/yyyy) Accreditation Outcome/ Result - **NI**

Cycle 4: (dd/ mm/yyyy) Accreditation Outcome/ Result – **NI**

21. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC – (11/09/2014)

22. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR (i) – **NI** (dd/ mm/yyyy)

AQAR (ii) - **NI** (dd/ mm/yyyy)

AQAR (iii) - **NI** (dd/ mm/yyyy)

AQAR (iv) - **NI** (dd/ mm/yyyy)

3. Extended Profile of the Institution

1 Programme:-

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

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	06	06	07	10	10

2 Student:

2.1 Number of students year wise during the last five years

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	1182	1319	1311	1414	1514

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

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	992	992	866	866	866

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

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	375	385	411	354	248

3 Academic:

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

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	08	08	10	09	10

3.3 Number of Sanctioned posts year wise during the last five years

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	40	40	40	40	40

4 Institution:

4.1 Total number of Classrooms and Seminar halls 17

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

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	27.28	29.89	19.15	11.03	73.12

4.3 Number of Computers- 22

4. Quality Indicator Framework (QIF)

Essential Note:

The SSR has to be filled in an online format available on the NAAC website. The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details are given below each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *File description –for uploading of document* where so-ever required

These will help Institutions in the preparation of their SSR

For some Qualitative Metrics (QM) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (QM) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. *That is the actual online format seeks only data in specified manner which will be processed digitally.*

Metric wise weightage is also given.

The actual online format may change slightly from the QIF given in this Manual, in order to bring compatibility with IT design. Observe this carefully while filling up.

5. Data Templates / Documents

(Quantitative Metrics)

The online formats (Templates) for submitting data with respect to Quantitative Metrics (QM) are given in consecutive pages.

Kindly Note

For each Quantitative Metric the kinds of data to be uploaded are indicated in tabular form and/or documents required are listed.

- Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

PG Colleges

Data Templates/ Documents - Quantitative Metrics (QM)

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

⇒ *The college is affiliated to Atal Bihari Vajpayee Vishwavidyalaya Bilaspur (CG). The university constitutes the board of studies for making the curriculum of each subject. The teaching faculties of different subjects of different colleges affiliated to the university are made the members of the board of studies. Thus, the Board of studies makes the curriculum of all subjects and these curricula are followed by the colleges. After three years the curriculum of each subject is revised. The curricula are framed as per the need of the society, changing circumstances, development of science and information technology and job opportunities for students.*

The college develops and deploys action plans for effective implementation of the curriculum in the beginning of the session. The faculty of each subject divides the syllabus in several units, they explain the divided syllabus in detail, gets familiar with the difficulties and problems of students and provide suitable solutions to students.

After completing the syllabus, unit wise the teacher conducts unit tests and evaluates the performance of students. In the beginning of the academic session of office of the commissioner higher education, CG Govt. Naya Raipur sends a proposed academic calendar of each session to all Universities and colleges of Chhattisgarh.

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

The college adheres to the academic calendar provided by the University for the conduction of continuous internal evaluation system. The academic calendar includes the dates of commencement and completion of syllabus, schedules of internal exams etc. It specifies the dates of term end examination. Tentative dates of practical exams and viva-voce and theory examinations are also given in the academic calendar. The time tables are prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The schedule of external examination is fixed by the University and the same is displayed on the notice board for students. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the

Institute to adhere to the academic calendar for CIE 1. Preparatory Exams are conducted every year before university exams. 2. Every teacher conducts regular class tests with mcqs on the related topic. 3. Online tests are conducted by teachers with the use of Google forms. After assessment of answer scripts are distributed among the students. Their doubts are also cleared with advice about writing correct & apt answers. The regular monitoring is done by the Governing Council. The Principal conducts curricular and extracurricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required. Further, extra lectures are scheduled to complete the syllabus before university examination. Along with continuous internal evaluation, academic Planning contains information regarding the following activities.

- a) Working period: The academic calendar indicates the annual working period of the teachers which includes working days, teaching days, admission period, examination and valuation period as per the university and UGC guidelines. The total working days, as provided by the university are around 240 days and out-of-the-m 180 days are reserved for teaching work and remaining days are used for co-curricular and extra-curricular activities. Working days are strictly followed as per university guidelines.*
- b) Curriculum activities: The academic diary includes the complete teaching learning process. It also contains teaching plan and execution of activities.*
- c) Co-curriculum activities: The Various tests like unit test, common test, Term test, practical examination, Viva-voce exam, assignment project, seminar, group discussion to be conducted by the teachers, are indicated in the academic calendar as well as it indicates the specific period for study tour to be arranged in the session.*
- d) Extra-curricular activities: The academic calendar gives particular period to conduct extracurricular and social activity such as: Celebration of birth and date anniversaries of the national icons. Celebration of various national and international days. Tree plantation to keep campus areas green and to make the students aware about various environment related issues, blood donation camp and various other social activities to be conducted by NSS at the college and NSS adopted village.*

Criterion I Curricular Aspects (100)

Key Indicator - 1.1 Curricular Planning and Implementation (20)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years (5)

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

Year	Name of teacher participated	Name of the body in which full time teacher participated
2015-16	Dr. A R Banjare	Dr. A R Banjare
	Pr of. R K Singh	Pr of. R K Singh
	Pr of. G N Bhat pare	Pr of. G N Bhat pare
	Dr. C B Khunte	Dr. C B Khunte
	Dr. Sunita Rat ore	Dr. Sunita Rat ore
	Dr. S K Kashyap	Dr. S K Kashyap
	Dr. G C Bhard waj	Dr. G C Bhard waj
2016-17	Dr. A R Banjare	Dr. A R Banjare
	Pr of. R K Singh	Pr of. R K Singh
	Pr of. G N Bhat pare	Pr of. G N Bhat pare
	Dr. C B Khunte	Dr. C B Khunte
	Dr. Sunita Rat ore	Dr. Sunita Rat ore
	Dr. S K Kashyap	Dr. S K Kashyap
	Dr. G C Bhard waj	Dr. G C Bhard waj
2017-18	Dr. A R Banjare	Dr. A R Banjare
	Pr of. R K Singh	Pr of. R K Singh
	Pr of. G N Bhat pare	Pr of. G N Bhat pare
	Dr. C B Khunte	Dr. C B Khunte
	Dr. S P Bhr da waj	Dr. S P Bhr da waj
	Dr. S K Kashyap	Dr. S K Kashyap
	Dr. G C Bhard waj	Dr. G C Bhard waj
	Pr of. Utra Nrala	Pr of. Utra Nrala
	Pr of. A K Net am	Pr of. A K Net am
Pr of. R K Singh Kan war	Pr of. R K Singh Kan war	
2018-19	Dr. A R Banjare	Dr. A R Banjare
	Pr of. R K Singh	Pr of. R K Singh
	Pr of. G N Bhat pare	Pr of. G N Bhat pare
	Dr. C B Khunte	Dr. C B Khunte
	Dr. S K Kashyap	Dr. S K Kashyap
	Dr. G C Bhard waj	Dr. G C Bhard waj
	Pr of. Utra Nrala	Pr of. Utra Nrala
	Pr of. A K Net am	Pr of. A K Net am

	Prof. R K Singh Kanwar	Prof. R K Singh Kanwar
2019-20	Dr. A R Banjare	Dr. A R Banjare
	Prof. G N Bhat pare	Prof. G N Bhat pare
	Dr. C B Khunte	Dr. C B Khunte
	Dr. G C Bhardwaj	Dr. G C Bhardwaj
	Dr. S K Kashyap	Dr. S K Kashyap
	Pro. Prakash Kumar yada w	Pro. Prakash Kumar yada w
	Prof. Utra Nrala	Prof. Utra Nrala
	Prof. A K Netam	Prof. A K Netam
	Prof. R K Singh Kanwar	Prof. R K Singh Kanwar

1.2.1	Percentage of Programs in which Choice Based Credit System (CBCS)/ elective course system has been implemented
Ans :	Nil

Key Indicator - 1.2 Academic Flexibility (30)					
1.2.1 Percentage of programs in which Choice Based Credit System (CBCS)/ elective course system has been implemented (10)					
Programme Code	Programme name	Year of Introduction	Status of implementation of CBCS / elective course system (Yes/ No)	Year of implementation of CBCS / elective course system	Link to the relevant document
N1	N1	N1	N1	N1	N1

1.2.2 Number of Add on/ Certificate programs offered during the last five years (10)						
1.2.3 Average percentage of students enrolled in Add-on/ Certificate programs as against the total number of students during the last five years (10)						
2015-16						
Name of Add on / Certificate programs offered	Course Code (if any)	Year of offering	No. of times offered during the same year	Duration of course	Number of students enrolled in the year	Number of Students completing the course in the year
N1	N1	N1	N1	N1	N1	N1
2016-17						
Name of Add on / Certificate programs offered	Course Code (if any)	Year of offering	No. of times offered during the	Duration of course	Number of students enrolled in the	Number of Students completing

			same year		year	the course in the year
<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>
2017-18						
Name of Add on / Certificate programs offered	Course Code (if any)	Year of offering	No. of times offered during the same year	Duration of course	Number of students enrolled in the year	Number of Students completing the course in the year
<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>
2018-19						
Name of Add on / Certificate programs offered	Course Code (if any)	Year of offering	No. of times offered during the same year	Duration of course	Number of students enrolled in the year	Number of Students completing the course in the year
<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>
2019-20						
Name of Add on / Certificate programs offered	Course Code (if any)	Year of offering	No. of times offered during the same year	Duration of course	Number of students enrolled in the year	Number of Students completing the course in the year
<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>

Key Indicator - 1.3 Curriculum Enrichment (30)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years (10)

Academic year	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage per year					

1.3.3 Percentage of students undertaking project work/field work/internship (Data for the latest completed academic year) (10)

Programme name	Program Code	List of students undertaking project work/field work/internship	Link to the relevant document
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B A, B Com, B Sc. First Year	Environmental Studies	All Student of the College	Project File is Already Submitted
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* To check with SOP if the same student can be counted more than once

1.41	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i> <i>1) Students 2) Teachers 3) Employers 4) Alumni</i></p> <p>Options:</p> <p>A All of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above</p> <p>Data Requirement: Report of analysis of feedback received from different stakeholders year wise</p> <p>File Description</p> <ul style="list-style-type: none"> • URL for stakeholder feedback report • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) • Any additional information (Upload)
Ans :	B Any 3 of the above

1.42 Q, M	<p><i>Feedback process of the Institution may be classified as follows:</i></p> <p>Options:</p> <p>A Feedback collected, analysed and action taken and feedback available on website B Feedback collected, analysed and action has been taken C Feedback collected and analysed D Feedback collected E Feedback not collected</p> <p>Documents: Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • URL for feedback report
Ans :	D Feedback collected

Criterion II Teaching-Learning and Evaluation

Criterion II Teaching-Learning and Evaluation (350)			
Key Indicator - 2.1 Student Enrolment and Profile (40)			
2.1.1 Average enrolment Percentage (Average of last five years) (20)			
2016-17			
Programme name	Programme Code	Number of seats sanctioned	Number of Students admitted
B. A	1 Year	180	179
	2 Year	180	158
	3 Year	180	180
B. Sc. (H o)	1 Year	120	119
	2 Year	120	96
	3 Year	120	118
B. Sc. (M at hs)	1 Year	60	58
	2 Year	60	27
	3 Year	60	31
B. Com	1 Year	80	80
	2 Year	80	75
	3 Year	80	25
M A Sanskrit	1 Year	45	42
	2 Year	45	45
M A P diti cal	1 Year	40	37
	2 Year	40	25
M A Econo mics	1 Year	40	11
	2 Year	40	13
2017-18			
Programme name	Programme Code	Number of seats sanctioned	Number of Students admitted
B. A	1 Year	180	180
	2 Year	180	180
	3 Year	180	179
B. Sc. (H o)	1 Year	120	120
	2 Year	120	101
	3 Year	120	60
B. Sc. (M at hs)	1 Year	60	51
	2 Year	60	30
	3 Year	60	14
B. Com	1 Year	80	79
	2 Year	80	66
	3 Year	80	28
M A Sanskrit	First Semester	45	37
	Third Semester	45	29

M A Pditi cal	First Semester	40	28
	Third Semester	40	37
M A Econo mics	First Semester	40	4
	Third Semester	40	5
2018-19			
Progr a mme na me	Progr a mme Code	Number of seats sanctioned	Number of Students admitted
B. A	1 Year	180	180
	2 Year	180	180
	3 Year	180	177
B. Sc. (B o)	1 Year	120	177
	2 Year	120	119
	3 Year	120	120
B. Sc. (Mat hs)	1 Year	60	60
	2 Year	60	48
	3 Year	60	34
B. Co m	1 Year	80	80
	2 Year	80	35
	3 Year	80	80
M A Sanskrit	First Semester	45	25
	Third Semester	45	20
M A Pditi cal	First Semester	40	27
	Third Semester	40	9
M A Econo mics	First Semester	40	10
	Third Semester	40	2
M A H ndi	First Semester	30	10
M A Soci d ogy	First Semester	30	7
M Co m	First Semester	30	29
PGDCA	1 Year	40	40
2019-20			
Progr a mme na me	Progr a mme Code	Number of seats sanctioned	Number of Students admitted
B. A	1 Year	180	180
	2 Year	180	180
	3 Year	180	176
B. Sc. (B o)	1 Year	120	120
	2 Year	120	118
	3 Year	120	120
B. Sc. (Mat hs)	1 Year	60	120
	2 Year	60	118
	3 Year	60	120
B. Co m	1 Year	80	75
	2 Year	80	53
	3 Year	80	37
M A Sanskrit	First Semester	45	34

	Third Semester	45	18
M A Pditi cal	First Semester	40	40
	Third Semester	40	23
M A Econo mics	First Semester	40	10
	Third Semester	40	9
M A H nd	First Semester	30	30
	Third Semester	30	10
M A Soci d ogy	First Semester	30	23
	Third Semester	30	7
M Co m	First Semester	30	30
	Third Semester	30	24
PGDCA	1 Year	40	40
2020-21			
Progra mme na me	Progra mme Code	Number of seats sanctioned	Number of Students admitted
B. A	1 Year	180	180
	2 Year	180	180
	3 Year	180	180
B. Sc. (B o)	1 Year	120	119
	2 Year	120	120
	3 Year	120	120
B. Sc. (M t hs)	1 Year	60	56
	2 Year	60	50
	3 Year	60	51
B. Co m	1 Year	80	80
	2 Year	80	77
	3 Year	80	56
M A Sanskrit	First Semester	45	18
	Third Semester	45	24
M A Pditi cal	First Semester	40	32
	Third Semester	40	32
M A Econo mics	First Semester	40	11
	Third Semester	40	8
M A H nd	First Semester	30	20
	Third Semester	30	25
M A Soci d ogy	First Semester	30	30
	Third Semester	30	20
M Co m	First Semester	30	30
	Third Semester	30	23
PGDCA	1 Year	40	40

2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats) (20)

Year	Number of seats earmarked for reserved category as per GO or State Government rule					Number of students admitted from the reserved category				
	SC	ST	OBC	Gen	Others	SC	ST	OBC	Gen	Others
2015-16	189	505	222	654	0	314	50	770	48	0
2016-17	189	505	222	654	0	360	56	865	38	0
2017-18	189	505	222	654	0	361	43	866	41	0
2018-19	206	548	240	706	0	399	33	896	86	0
2019-20	218	578	252	742	0	428	56	986	44	0

* In case of Minority Institutions, the column Others may be used and the status of reservation for minorities specified along with supporting documents.

<p>2.2.1.</p> <p>Q M</p>	<p><i>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</i></p> <p>Write description in maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Past link for additional Information • Upload any additional information
<p>Ans :</p>	<p><i>Advance learners- The colleges organizes some special programmes for development of young and inspirational minds to develop scientific thoughts and activities in day to day life. Learning by doing method, scientific fair, interdepartmental organizations such as undergraduate and post graduate meetings, discussion in various issues which is related to education, general awareness, relevant issues of national and international importance.</i></p> <p><i>Slow learners- Through community participations among students like group discussion actively social participation, parents- teacher meetings, To inculcate keen interest in various disciplines of their curriculum and above curriculum Famous quote "A sound body is a sound mind" Our institute also creating strong participation in sports and games of our students. We organizing sport activities (Indoor and outdoor games) in regular intervals. For the internal development of students mind various programs organized. These programs organized by combining different department to promote the m.dl.</i></p>

<p>2.2.2</p> <p>Q M</p>	<p><i>Student- Full time teacher ratio (Data for the latest completed academic year)</i></p> <p>Data requirement:</p> <ul style="list-style-type: none"> • Total number of Students enrolled in the Institution • Total number of full time teachers in the Institution <p>Formula: Students: teachers</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information
<p>Ans :</p>	<ul style="list-style-type: none"> • Total number of Students enrolled in the Institution - 1582 • Total number of full time teachers in the Institution- 08 <p><i>197.75:1</i></p> <p><i>Description: Full Time Teachers – 08+ Temporary -14 Total -22</i></p> <p><i>71.90 : 1</i></p>

<p>2.3.1</p> <p>Q M</p>	<p><i>Student centric methods, such as experiential learning, participative learning and problemsolving methodologies are used for enhancing learning experiences</i></p> <p>Upload a description in maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Link for additional information
<p>Ans :</p>	<p><i>Student centric method- Our institution focused on enhanced learning method such as experiential learning like science fair vigyan mel a exhibition as working and nonworking models preparation (example- DNA helix models, chemical models, solar system, solar panel, swachh a related model , model villages etc.) presentation models, Interdisciplinary activities like discussions on various latest researches and developments issues in our country and abroad.</i></p> <p><i>Our focus on “ Science to society” which is good not only for students but also our institution and society. Organising science model, methods and mini research and essay writing in current affairs and current state, national and international issues in regular intervals. Our institution also created wide range of education facilities. Education to all (Environmental and sustainability) method. Learning by doing (studies in natural habitats), geographical visit, some extra curriculum activities like herbaria collection and also present in digital form Some teachers also provide education in digital mode since 2018- 19 session. Our institution start counselling in psychological way to students in global pandemic period.</i></p>

<p>2.3.2</p> <p>Q M</p>	<p><i>Teachers use ICT enabled tools for effective teaching-learning process.</i></p> <p>Write description in maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Provide link for webpage describing the ICT enabled tools for effective teaching-learning process
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Ans :	<p><i>ICT (Information and communication technology) deals with the application of different electronic media in the collection, storage and rapid access of information.</i></p> <p><i>ICT provides</i></p> <p><i>Flexible education</i></p> <p><i>Learner autonomy.</i></p> <p><i>More practicable teaching learning</i></p> <p><i>Transparent and authentic system of education</i></p> <p><i>Reduces students in discipline and learning problems.</i></p> <p><i>Increases efficiency of students and teachers.</i></p> <p><i>ICT system have some specific tools which are</i></p> <p><i>Audio tools</i></p> <p><i>Video tools</i></p> <p><i>Graphic tools</i></p> <p><i>Project tools.</i></p> <p><i>Virtual realities medium.</i></p> <p><i>Information and communication technology – Our institution replacing traditional classroom to digital classroom</i></p> <p><i>Our faculty members are using IT enabled learning tools such as power point presentation (ppt) video clips online sources our institution also started seminar, debates, group discussions.</i></p> <p><i>Teachers also providing effective learning to students in “How to study in online mode” students are highly focused and learning level among students frequently increases. Classical methods like chalk and duster and blackboards are now days are old methods for providing education. Now these days due to corona virus the progressive works diffused. Overall country spreads corona virus. Due to corona virus teaching and learning process is almost connected by technologies through computer, mobile, hotspot, wifi and 3g 4g broadband services.</i></p> <p><i>To facilitate education on home these radio technologies gives new dimension of thought and promote all students connect through google meet, webex and etc. meeting application</i></p>
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2.3.3	<i>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</i>
Q, M	<p><i>2.3.3.1 Number of mentors</i></p> <p><i>Number of students assigned to each Mentor</i></p> <p><i>Formula: Mentor : Mentee</i></p> <p><i>File Description</i></p> <ul style="list-style-type: none"> <i>• Upload year wise, number of students enrolled and full time teachers on roll.</i> <i>• Circulars pertaining to assigning mentors to mentees</i> <i>• mentor/ mentee ratio</i>
Ans :	<p><i>Number of mentors – 31</i></p> <p><i>Number of student assigned to each mentor- 10</i></p>

Formula: Mentor : Mentee 23 : 384 (Ratio 1:16.69)		
<i>Name of mentor</i>	<i>Year</i>	<i>Number of students enrolled full time</i>
<i>Antaram Keshi</i>	<i>2014</i>	<i>16</i>
<i>Ramratan Ghritlahare</i>	<i>2014</i>	<i>14</i>
<i>Dr. DR Lahare</i>	<i>2015</i>	<i>15</i>
<i>Dr. P. C Ghritlahare</i>	<i>2015</i>	<i>14</i>
<i>Prof. Shailesh Mishra</i>	<i>2015</i>	<i>18</i>
<i>Mr. Ashok Dixit</i>	<i>2015</i>	<i>20</i>
<i>Dr. Pyarelal Adille</i>	<i>2015</i>	<i>10</i>
<i>Mr. ML Patil</i>	<i>2015</i>	<i>11</i>
<i>Prof. Bhupendra Patel</i>	<i>2015</i>	<i>19</i>
<i>Mr. Akshar Sharma</i>	<i>2015</i>	<i>16</i>
<i>Prof. G N Bhat pare</i>	<i>2015</i>	<i>09</i>
<i>Dr. AR Banjare</i>	<i>2015</i>	<i>15</i>
<i>Dr. BD Jangde</i>	<i>2016</i>	<i>25</i>
<i>Dr. DR Lahare</i>	<i>2017</i>	<i>17</i>
<i>Dr. SL Narda</i>	<i>2017</i>	<i>11</i>
<i>Dr. MR Banjare</i>	<i>2017</i>	<i>19</i>
<i>Dr. BD Jangde</i>	<i>2017</i>	<i>16</i>
<i>Prof. ML Patil</i>	<i>2017</i>	<i>16</i>
<i>Mr. Ravindra Kumar Kesharvani</i>	<i>2016</i>	<i>13</i>
<i>Prof. G N Bhat pare</i>	<i>2016</i>	<i>16</i>
<i>Dr. CB Khutay</i>	<i>2016</i>	<i>15</i>
<i>Dr. GC Bhardwaj</i>	<i>2016</i>	<i>10</i>
<i>Prof. Rakesh Kumar</i>	<i>2016</i>	<i>20</i>
<i>Dr. BK Patel</i>	<i>2016</i>	<i>19</i>
<i>Dr. CR Kaiwartya</i>	<i>2016</i>	<i>11</i>
<i>Mr. Harsh Pandey</i>	<i>2015</i>	<i>15</i>

Key Indicator - 2.4 Teacher Profile and Quality (60)

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years (20)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years) (20)

Name of the Full-time teacher	PAN	Designation	Year of appointment	Nature of appointment (Against Sanctioned post, temporary, permanent)	Name of the Department	Total years of Experience in the same institution	Is the teacher still serving the institution /If not last year of the service of Faculty to the Institution
Dr. C B Khunte	AEUPK3808E	Asst. Prof. Economics	1993	Temporary (MP PSC Selected)	Economics	27 Year	Govt. Laxa meshwar College Kharod
Prof. G N Bhat pare	ADWPB3492L	Asst. Prof. Political Science	1989	Emergency selected from Public Service Commission	Political Science	32 year	Govt. Laxa meshwar College Kharod
Dr. S K Kashyap	CHWPK4803J	Asst. Prof. Hindi	2012	Selected from Public Service Commission	Hindi	8 Year	Govt. Laxa meshwar College Kharod
Pro. A K Netam	BADPN0686B	Asst. Prof. Hindi	2017	Selected from Public Service Commission	Hindi	3 Year	Govt. Laxa meshwar College Kharod
Pro. Uttara Nrala	ASPPN2092N	Asst. Prof. Sanskrit	2017	Selected from Public Service Commission	Sanskrit	3 Year	Govt. Laxa meshwar College Kharod
Pro. Prakash Kumar Yadaw	AGLPY9813C	Asst. Prof. Maths	2014	Selected from Public Service Commission	Maths	6 Year	Govt. Laxa meshwar College Kharod
Pro. Ram Kumar Singh Kawar	BOMPK8593R	Asst. Prof. Sanskrit	2017	Selected from Public Service Commission	Sanskrit	3 Year	Govt. Laxa meshwar College Kharod
Dr. G C Bhardawaj	ADDPB2122Q	Asst. Prof. Sociology	1993	Temporary Selected from Public Service Commission	Sociology	27 Year	Govt. Laxa meshwar College Kharod

* Also to be used for verification of teacher data for metric 2.2.2 & 2.3.3

2.4.2 Average percentage of full time teachers with Ph.D / D M/ MCh / D N B Super speciality/ D Sc. / D Litt. during the last five years (consider only highest degree for count) (20)

Name of full time teacher with Ph. D / D M/ MCh / D N B Super speciality/ D Sc. / D Litt.	Qualification (Ph. D / D M/ MCh / D N B Super speciality/ D Sc. / D Litt.) and Year of obtaining	Whether recognised as research Guide for Ph. D / D M/ MCh / D N B Super speciality/ D Sc. / D Litt.	Year of Recognition as Research Guide	Is the teacher still serving the institution/ if not last year of the service of Faculty to the Institution	Name of the scholar	Year of registration of the scholar	Title of the thesis for scholar
Dr. Chandra Bhan Khunte	Ph. D - 28-09-1999	NI	NI	NI	NI	NI	NI
Dr. S. K Kashyap	Ph. D - 1996	NI	NI	NI	NI	NI	NI
Dr. G. C. Bhardwaj	Ph. D - 2017	NI	NI	NI	NI	NI	NI

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years) (20)

Name of the Full-time teacher	PAN	Designation	Year of appointment	Nature of appointment (Against Sanctioned post, temporary, permanent)	Name of the Department	Total years of Experience in the same institution	Is the teacher still serving the institution/ if not last year of the service of Faculty to the Institution
Dr. C. B. Khunte	AEUPK3808E	Asst. Prof. Economics	1993	Temporary (MP PSC Selected)	Economics	27 Year	Govt. Laxmeshwar College Kharod
Prof. G. N. Bhatpare	ADWPB3492L	Asst. Prof. Political Science	1989	Emergency selected from Public Service Commission	Political Science	32 year	Govt. Laxmeshwar College Kharod
Dr. S. K. Kashyap	CHWPK4803J	Asst. Prof. Hindi	2012	Selected from Public Service Commission	Hindi	8 Year	Govt. Laxmeshwar College Kharod
Pro. A. K. Netam	BADPN0686B	Asst. Prof. Hindi	2017	Selected from Public Service Commission	Hindi	3 Year	Govt. Laxmeshwar College Kharod
Pro. Uttara Nrala	ASPPN 2092N	Asst. Prof. Sanskrit	2017	Selected from Public Service Commission	Sanskrit	3 Year	Govt. Laxmeshwar College Kharod
Pro. Prakash Kumar Yadav	AGLPY 9813C	Asst. Prof. Maths	2014	Selected from Public Service Commission	Maths	6 Year	Govt. Laxmeshwar College Kharod

Pr o. Ra m Ku ma r Si ngh Ka wa r	BOMPK8593R	Asst. Pr of. Sanskrit	2017	Selected from Public Service Commi ssi on	Sanskrit	3 Year	Govt. Laxa mes h wa r Cd l ege Khar od
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2.5.1	<i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i>
Q M	<p>Upload a description not more than 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Link for additional information
Ans :	<i>Internal Assessment in our institution is transparent . We conducted student –teachers interaction before examination. The principal holds meetings of the faculties and directs them to insure effective implementation of the evaluation process . At the entry level . Admissions are given purely on merit basis and the lists of merit students are displayed on notice board . Continuous evaluation is made through Group discussions unit test, assignment submission, field works , and seminar presentation. Unit tests are conducted regularly as per the schedule given in academic calendar. The weightage for the unit tests varies as per concerned faculty. The performance of the students is displayed on the notice board. And communicated to the students. Personal guidance is given to the poor performing students after their assessment. Topics are given by their teachers to the students to prepare for powerpoint presentation. To facilitate the internal examination in our institution overall faculty members present and examination meeting conducted before the internal examination. Various discussions are very useful for the conduction of examination.</i>

2.5.2	<i>Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient</i>
Q M	<p>Upload a description not more than 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Link for additional information
Ans :	<i>The Internal/ External examination is completely transparent. The criterion is adopted as directed by the university.</i> <ul style="list-style-type: none"> • <i>The internal assessment tests schedules are prepared as per the university and communicated to the students well in advance.</i> • <i>To ensure proper conduct of for native tests, two invigilators are assigned to each classrooms.</i>

	<ul style="list-style-type: none"> • The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process. • The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board. • The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance. • Noting the values in observation and validating the theoretical aspects student must submit Lab record regularly. • Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva and the promptness in submitting the record. • For lab courses, the marks/grade scored by the student for each experiment is indicated in the observation/record. The independent learning, practical approach to the real-time applications is tested by viva voce for laboratory courses. • For the quality of the projects, the evaluation is done by Project Review Committee along with the project guides. • To ensure the transparency and curb the mal practices the university has introduced a grading system and theory end examinations are conducted at a center other than the college.
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2.6.1	<p><i>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</i></p>
Q M	<p>Describe Course Outcomes (COs) for all Programmes and mechanism of communication within a minimum of 500 characters and maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Past link for Additional information • Upload COs for all Programmes (exemplars from Glossary)
Ans :	<p><i>The programme outcomes are specific enough to explain how those broad expectation are accomplished within a given programme and course outcomes will specify what expectations an instructor has for the course which are related to one or more outcomes.</i></p> <p><i>Institutional Learning outcomes (ILOs) are the knowledge, skills, abilities and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programmes and student service. The course outcomes are prefaced to each syllabus and shares with students and faculty. All the course/programmes offered by the institution emphasize on academic quality. In general the course outcomes of the institution focus on empowering the students for higher studies, research, employment, entrepreneurship for competitive examination. Programme specific outcomes</i></p>

<p>2.6.2</p> <p>Q M</p>	<p><i>Attainment of programme outcomes and course outcomes are evaluated by the institution</i></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 500</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional information
<p>Ans :</p>	<p><i>Our Institute is affiliated to Atal Bihari Vajpayee Vishwavidyalaya, Bhaspur. We offered Under Graduate, Post Graduate and Research programs and courses under the Faculty of Arts, Commerce and Science. For these programs and courses, the institute followed the curriculum designed by our affiliated university. The Program specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board. After measuring attainment of POs , PSOs and COs, it has been observed that the strength of the students as well as passing percentage of the students is increasing progressively. Besides, students' progression to the higher studies that is from Under Graduate to Post Graduate seems to be increasing consistently and rapidly in the last five years. In a similar way, the ratio of students' placement is also increasing. We took utmost care of measuring the level of attainment of POs, PSOs and COs and followed formal as well as informal mechanisms for the measurement of attainment of the outcomes. Even we took feedback from all the stakeholders in this respect and try to take necessary steps accordingly. Subsequently, the College took care of the attainment to measure the POs, PSOs and COs and implemented the mechanisms as follows:-</i></p> <p><i>The institute followed the Academic Calendar of our affiliated university.</i></p> <ul style="list-style-type: none"> • <i>All the subject teachers maintained Academic Diary in every academic year.</i> • <i>All the subject teachers prepared Semester- Wise evaluation Reports.</i> • <i>Internal examination committee analyzed evaluation reports of results.</i> • <i>Institute considered Feedback from the Stakeholders for the attainment of PO, PSO and CO</i> <p><i>Placement committee took the review of the Students' Progression to Higher Studies and their Placement.</i></p> <p><i>The Program outcomes of Bachelor of Arts are as follows:</i></p> <p><i>PO1: Students are introduced to community engagement and global understanding</i></p> <p><i>PO2: Critical and creative thinking of the students have been developed</i></p> <p><i>PO3: Students developed their Communication skills.</i></p> <p><i>PO4: Ethical values are inculcated among the students.</i></p> <p><i>The Program outcomes of Bachelor of Commerce are as follows:</i></p> <p><i>PO1: Students received knowledge of the application of basic skills necessary for analysis of programs in Economics, Accounting, Marketing, Management and Finance.</i></p> <p><i>PO2: Understanding of the students is improved of national economic and business scenario</i></p> <p><i>PO3: Students developed their entrepreneurship and contributed in the successful operation of a business.</i></p> <p><i>The Program outcomes of Bachelor of Science are as follows:</i></p> <p><i>PO1: The students understood the fundamentals of science education</i></p> <p><i>PO2: The students' knowledge in all basic sciences is enriched</i></p> <p><i>PO3: Interdisciplinary approach amongst students has been developed</i></p> <p><i>PO4: Sense of scientific responsibilities, social and environment awareness have been inculcated among the students.</i></p> <p><i>PO5: Students built-up a progressive and successful career in academics and industry.</i></p> <p><i>PO6: Students are motivated to contribute in the development of Nation and community.</i></p> <p><i>Attainments of COs are calculated by using university examination results. Attainment levels are finalized at college level and conveyed to IQAC through Internal Examination Committee.</i></p>

*The attainment level of each COs computed by setting weights as follows: Weight Benchmark 1
Number of students securing below 35 %2 Number of students securing above 36 to 45 %3
Number of students securing above 46 to 60 %4 Number of students securing 61 %and above %
The averages attainment of COs of each course is mapped to POs & PSOs. Sample sheets
attainment of COs, PSOs and POs for B Com, B A and B Sc. are attached in additional
information.*

Key Indicator - 2.6 Student Performance and Learning Outcomes (40)				
2.6.3 Average pass percentage of Students during last five years (30)				
Year	Program Code	Program Name	Number of students appeared in the final year examination	Number of students passed in final year examination
2015-16	B A Part -03	B A Part -03	148	138
	B Com Part -03	B Com Part -03	47	39
	B Sc. Part -03 (Ho)	B Sc. Part -03 (Ho)	39	37
	B Sc. Part -03 (Mts)	B Sc. Part -03 (Mts)	14	11
	M A Final Political	M A Final Political	6	5
	M A Final Sanskrit	M A Final Sanskrit	41	38
	M A Final Economics	M A Final Economics	4	3
2016-17	B A Part -03	B A Part -03	180	173
	B Com Part -03	B Com Part -03	25	22
	B Sc. Part -03 (Ho)	B Sc. Part -03 (Ho)	118	110
	B Sc. Part -03 (Mts)	B Sc. Part -03 (Mts)	31	29
	M A Final Political	M A Final Political	25	23
	M A Final Sanskrit	M A Final Sanskrit	45	41
	M A Final Economics	M A Final Economics	13	11
2017-18	B A Part -03	B A Part -03	179	173
	B Com Part -03	B Com Part -03	28	23
	B Sc. Part -03 (Ho)	B Sc. Part -03 (Ho)	101	98
	B Sc. Part -03 (Mts)	B Sc. Part -03 (Mts)	30	28
	M A Final Political	M A Final Political	28	21
	M A Final Sanskrit	M A Final Sanskrit	29	23
	M A Final Economics	M A Final Economics	5	3
2018-19	B A Part -03	B A Part -03	177	174
	B Com Part -03	B Com Part -03	80	76
	B Sc. Part -03 (Ho)	B Sc. Part -03 (Ho)	120	117
	B Sc. Part -03 (Mts)	B Sc. Part -03 (Mts)	34	31
	M A Final	M A Final Political	9	7

	Political			
	M A Final Sanskrit	M A Final Sanskrit	20	17
	M A Final Economics	M A Final Economics	2	2
2019-20	B A Part -03	B A Part -03	176	174
	B Co m Part -03	B Co m Part -03	37	34
	B Sc. Part -03 (H o)	B Sc. Part -03 (H o)	120	118
	B Sc. Part -03 (M at hs)	B Sc. Part -03 (M at hs)	52	48
	M A Final Political	M A Final Political	23	21
	M A Final Sanskrit	M A Final Sanskrit	18	14
	M A Final Economics	M A Final Economics	9	8
	M A Final Hindi	M A Final Hindi	10	9
	M A Final Sociology	M A Final Sociology	10	8
	M Co m Final	M Co m Final	24	21

For mul a:

$$\text{Percentage per year} = \frac{\text{Total number of final year students who passed in the university examination}}{\text{Total number of final year students who appeared for the university examinations}} \times 100$$

$$\text{Average percentage} = \frac{\text{Percentage per year}}{5}$$

Percentage per year-

2015-16 = 90.63 %

2016-17 = 93.59 %

2017-18 = 92.25 %

2018-19 = 95.82 %

2019-20 = 94.98 %

Average Percentage 5 Year = 93.44 %

2.7 Student Satisfaction Survey (60)

2.7.1 Online student satisfaction survey regard to teaching learning process (all currently enrolled students).

(Online survey to be conducted and details of the students in the format mentioned below should be uploaded). (60)

Name of the student	Gender	Category	State of Domicile	Nationality if other than Indian	Email ID	Program name	Unique Enrolment ID	Mobile Number	Year of joining

Criterion III
Research, Innovations and Extension (120)

Criterion III – Research, Innovations and Extension (120)							
Key Indicator - 3.1 Resource Mobilization for Research (15)							
3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs) (5)							
3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years (5)							
Name of the Project/ Endowments, Chairs	Name of the Principal Investigator / Co-investigator	Department of Principal Investigator	Year of Award	Amount Sanctioned	Duration of the project	Name of the Funding Agency	Type (Government/ non-Government)
<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>

<p>3.1.2</p> <p>Q, M</p>	<p>Percentage of teachers recognized as research guides (latest completed academic year)</p> <p>3.1.2.1. Number of teachers recognized as research guides</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of teachers recognized as research guides • Total number of full time teachers <p>Formula:</p> $\frac{\text{Number of teachers recognised as research guides}}{\text{Total number of full time teachers}} \times 100$ <p>Documents: Upload copies of the letter of the university recognizing faculty as research guides</p> <p>File Description:</p> <ul style="list-style-type: none"> • Any additional information • Institutional data in prescribed format
<p>Ans :</p>	<p>NI</p>

<p>3.1.3</p> <p>Q, M</p>	<p>Percentage of departments having Research projects funded by government and non government agencies during the last five years</p> <p>3.1.3.1: Number of departments having Research projects funded by government and non-government agencies during the last five years</p> <table border="1" data-bbox="459 1220 1356 1344"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of Principal Investigator • Duration of project • Name of the research project • Amount / Fund received • Name of funding agency • Year of sanction • Department of recipient <p>Formula:</p> $\frac{\text{Number of departments having Research projects funded by government and non – government agencies during the last five years}}{\text{Total number of departments}} \times 100$ <p>File Description(Upload)</p> <ul style="list-style-type: none"> • List of research projects and funding details(Data Template) 	Year						Number					
Year													
Number													

- Any additional information
- Supporting document from Funding Agency
- Paste link to funding agency website

Ans :

Year	2015-16	2016-17	2017-18	2019-20	2020-21
Number	01	N1	N1	N1	N1

<https://www.ugc.ac.in>

Supported documents-

UNIVERSITY GRANTS COMMISSION
CENTRAL REGIONAL OFFICE
BHO PAL, INDIA - 462 002

MS-51/2012-12-1 (512) 2397 Date: 11/4/12

REGISTERED 08 JUN 2012

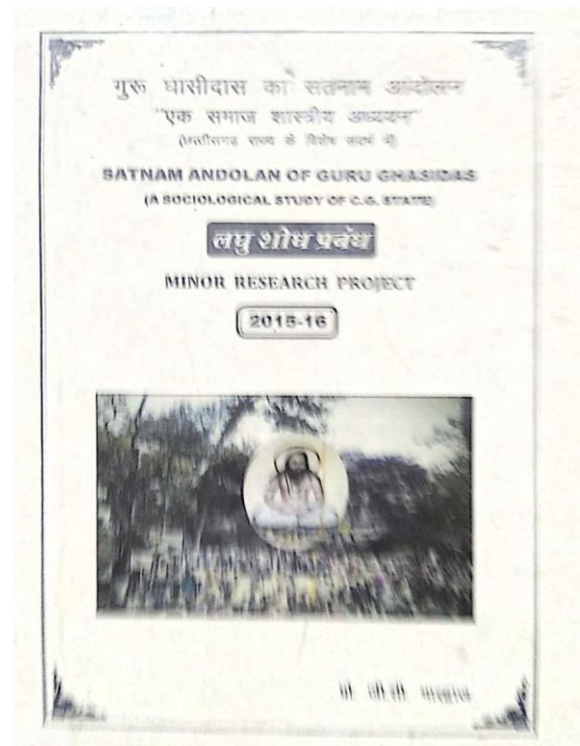
To: The Principal
Govt. College
Akaltara, Jonyiv-Champa
Chhattisgarh. (C.G.)
495357

Sir/Madam,
I am directed to forward herewith in Demand Draft No. 1641/19 dated 11/4/12 for Rs. 57,500/- drawn on Bharatpur Branch of the M/S/CANARA BANK on account of Grant-in-Aid sanctioned by the commission as per details given below:-

1. File No.	: X
2. College Code	: 201009
3. Date of Sanction	: 31/02/12
4. Purpose of grant	: MS-51 <input type="checkbox"/> MH-52 <input checked="" type="checkbox"/> Seminar-53 <input type="checkbox"/>
5. Subject	: History
6. Name of Investigator/Name of the College	: Gopal Chandra Bhandari
7. Instalment (Released Amt.)	: Rs. 57,500/- First/Second/Final

A receipt for the amount may please be acknowledged immediately. The No. & Date of this letter may please be quoted while forwarding the receipt.

(Dr. G.S. Chauhan)
Education Officer & Incharge
U.G.C., C.R.O. Bhopal



<p>3.2.1 Q M</p>	<p><i>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge</i></p> <p>Write description in a maximum of 500 words</p> <p>File description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information
<p>Ans :</p>	<p><i>The institute provides conducive environment for research-and-technology-driven → innovations. The five key constituents of the ecosystem for innovations are :-</i></p> <p><i>Technology- Today technology in fast growing stage.</i></p> <ol style="list-style-type: none"> <i>1. Our institution also trying to adopt these technology in innovative manner.</i> <i>2. Research- The field of research is continuous process. The first and foremost work done by our institution is try to inculcate innovative thoughts in our students. For this aim we created positive surroundings in our college campus for example we organizes science fair, workshop on research methodology.</i> <i>3. Innovation</i> <i>4. Industry- academy linkage activities. So we provide real experiences to our young mind Each one of the above acts as a feeder to the next and creates a ripple effect on building innovative products.</i> <i>5. Interdisciplinary seminars- Our institution has been done national in 2020 seminar to create better ecosystem for education</i> <i>6. Diniksamachar patra, various educational magazines and career guidelines magazines stapled at the college notice board corner to provide some specific information for young minds in our college.</i> <i>7. Science models creates not only science stream students but also for all students of the college.</i> <i>8. Essay writing competition, debates, rangoli praiyogita, saaz saza, pak kala, and etc. competition organized by the college.</i> <i>9. Some specific rules are created by the professors and department which are very useful to promote students innovation as- professors gives some responsibilities to students which make happier environment. Institute provide various facilities to clean college environment to students as well as college workers like soap, surf, cleaners alcohol based sanitizer etc.</i> <i>10. Weekly student -teacher meeting organized to protect the college environment and keep safe of all college campus.</i>

Key Indicator - 3.2 Innovation Ecosystem(10)				
3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years (5)				
Year	Name of the workshop/ seminar/ conference	Number of Participants	Date From – To	Link to the Activity report on the website
2015-16	Career Counseling	230	19-09-2015	
	Career Counseling	223	27-11-2015	

2016-17	Career Consoling	235	26-02-2016	
	Career Consoling	228	26-11-2016	
	Career Consoling	225	08-12-2016	
2017-18	Career Consoling	232	22-02-2017	
	Career Consoling	230	23-02-2017	
2018-19	NAAC Workshop	22	11-08-2018	
2019-20	National Seminar	398+35	22, 23-01-2020	
2020-21	One Day Online Workshop	123	02-05-2021	

3.3.1	Number of Ph.Ds registered per eligible teacher during the last five years
Q. M	<p>3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years</p> <p>3.3.1.2 Number of teachers recognized as guides during the last five years</p> <p>Data Requirements for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the Ph.D scholar • Name of the Department • Name of the guide/s • Year of registration of the scholar • Year of award of Ph.D <p>Formula:</p> $\frac{\text{Number of Ph.D registered during the last five years}}{\text{Number of Teachers as a recognized guides during the last five years}}$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • URL to the research page on HEI web site • List of Ph.D scholars and their details like name of the guide, title of thesis, year of award etc (Data Template) • Any additional information
Ans :	NIL

Key Indicator - 3.3 Research Publications and Awards (25)						
3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years (10)						
Title of paper	Name of the author's	Department of the teacher	Name of journal	Year of publication	ISSN number	Link to the recognition in UGC enlisted Journal / Digital Object Identifier (doi) Number
Globalization and Business Dynamics	Govt. College Malharoda, Dist- Janjgir Champa (C.G)	Dr. C B Khunte Economics, and Pushpa Adile Shodh Student	SHODH-DHARA June Vol-02 2018	2018	ISBN 975-3664-41386 Year 2018	Govt. College Masturi Dist- Bilaspur in shai kshani kavam Anusandhan sansthan], Udu Jaloun (U.P.)

Determinants of National Development	Govt. College Masturi Dist-Bilaspur in shai kshani k avam Anusandhan sansthan], Urdu Jaloun (U.P.)	Dr. C B Khunte Economics Pro. G N Bhat pare Political Science	SHODH-DHARA June Val-02 2018	2018	ISSN0975-3664-41386 Year 2018	Govt. College Masturi Dist-Bilaspur in shai kshani k avam Anusandhan sansthan], Urdu Jaloun (U.P.)
Dalit Dastan Sachhai ka pardafash Hasiye ke Age Ka Sach P-45-48	Ashok Mishra Bangali Para Sarkanda BSP	Pro. G C Bhardwaj, Govt. Laxmaneshwar College Kharod	Sundar Subhesh	2015	ISSN0976-9552 April/ May /June 2015	
Rashat Vikas ke Aart hi k Aayam	Govt. Laxmaneshwar College Kharod, Dist Janjgir Champa	Dr. S P Bhardwaj - Economics, Dr. G C Bhardwaj - Sociology	SHODH-DHARA June Val-02 2018	2018	ISBN975-3664-41386 Year 2018	
Guru Ghasi das Ka Sat na me Andolan Avam Samj k Punarjagran P-3a-43	Ashok Mishra Bangali Para Sarkanda BSP	Pro. G C Bhardwaj, Govt. Laxmaneshwar College Kharod	Sundar Subhesh	2016	ISSN0976955 Jan-Feb-March 2016	
Smritansh Sahitya ke Aaine me ek samj Shastriya Darshnik Ahulilan P-27-30	Ashok Mishra Bangali Para Sarkanda BSP	Pro. G C Bhardwaj, Govt. Laxmaneshwar College Kharod	Sundar Subhesh	2016	ISSN0976-9552 April-May- Jun 2016	
Sat na me Pant hek Mahavatavad Vichadhan p-42-45	Ashok Mishra Bangali Para Sarkanda BSP	Pro. G C Bhardwaj, Govt. Laxmaneshwar College Kharod	Sundar Subhesh	2016	ISSN0976-9552 Oct. Nov. Dec-2016	
Baba Sahab Bhira w Ambedkar P-32	Gyan Prakash, Jakhmi 356/340/885 Rajgarder College Alam Nagar	Dr. G C Bhardwaj	Bodhi Sahitya Baba sahab Tade	2020	ISSN 2455-9520	
Samj k I mandari K Bimari Bahujan Nayak Kansuni Kahani	Gyan Prakash Jakhmi 356/340/885 Rajgarder College Alam Nagar	Dr. G C Bhardwaj	Bodhi Sat wa Babasahab Tude	2021	ISSN 2455-9520	
Rashat Nirman men Sanskrit ki Bhumika	Pat al eshwar College Masturi	Prof. R K Singh Kawar / sanskrit	Shodh Dhara	2018	0975-3664	

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years (10)										
Sl. No.	Name of the teacher	Title of the book/ chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN/ISSN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher
1	Dr. C B Khunte & Pro G N Bhat pare Asst. Prof.	SHODH-DHARA June Val-02-2018	Determinants of National Development	Diverse Dimensions of National Development	National Research Seminar	National	2018	ISSN-0975-3664-41386 Year 2018 Page-255-258	Govt. College Masturi Dist-Bilaspur	shai ksharik avam Anusandhan sansthan] Urdu chalon (UP.
2	Dr. C B Khunte & Pushpa Adile	Pra nparagat Vyavsay men Gatoshilta	Vai shvik aran Tata Vyavshyik Gatishilta	Pra nparagat Vyavsay men Gatoshilta	Govt. College Mal kharoda, Dist-Janj gir Champa	National	2015	ISSN-0978-83983-56-9	Govt. College Masturi Dist-Bilaspur	Mangalam Publication Gautam Vihar Delhi
3	Dr. G C Bhar da waj	Sahit ya Sa maj Aur Mahila Shashkti kar an	Nari Chet na avam Nir vyakti kar anPage- 90-93	Nari Chet na avam Nir vyakti kar anPage- 90-93	-	National	2015	ISBN 978-93-828016-256	-	Mangalam Publication Gautam Vihar Delhi
4	Dr. G C Bhar da waj	Sat na mi Ni ya m Avam Aachar sahita	Sat na mi Ni ya m Avam Aachar sahita Prarup Sa niti Page- 01-36	Sat na mi Ni ya m Avam Aachar sahita Prarup Sa niti Page- 01-36	-	National	2015	ISBN-978-81-9226-12-93	-	Swakshar prakashan Kailasपुरi New Delhi
5	Dr. G C Bhar da waj	Baba Sahab Eih as Pur us the	Baba Sahab Eih as Pur us the	Baba Sahab Eih as Pur us the		National	2021	-	-	Under Publication Swakshar
6	Ut ara N rala	Shodhdhar a	Rasht nir man nen sanskrit ki Bhu mi ka	Rasht nir man nen sanskrit ki Bhu mi ka	Govt. Pat al esh war College Masturi	National	2018	ISSN-0975-3664	-	Shi kshani k Avam Anusandhan Ufai Jal aun

Key Indicator - 3.4 Extension Activities (50)

<p>3.4.1 Q M</p>	<p><i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</i></p> <p>Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 500 words.</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>Ans:</p>	<p><i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five year is following-</i></p> <p><i>Govt. Laxmaneshwar College, Kharod organizes and participates various extension activities with dual objective of not only interested students about various social issues but also contribute to community and strengthen community participation. The NSS and Red Cross Society college units take part in various initiative like organizing camps, swachhh Bharat initiatives, Blood donation camps, awareness programs on AIDS prevention, Suicides prevention etc.</i></p> <p><i>The college also has OYSTER (Organisation by Youth for Social Transformation and Environmental Recoup) a student based NGO which has diversified activities base like working with Orphanages, environmental issues etc by involving youth. There is also a MoU with OYSTER through which a Course in Youth Community Orientation is offered. This joint venture encourages and facilitates various extension programs. In National yoga day various asanas and yoga like as suryanamkar, anulom-vilom pranayambhastrikasan etc. done by Professor as well as students. India is the birth place of Yoga and by participating in International Yoga day students become global stakeholders in ensuring healthy body and mind.</i></p> <p><i>Programmes like 'Save our Lakes', tree plantation drive in collaboration with Council for Green Revolution, encouraging clay Ganesha idols during Ganesha Chaturthi festival have been taken up as part of environment consciousness and encouraging the community to initiate steps in this regard.</i></p> <p><i>Blood donation camps are organized by our institution started in last year where students and staff donate blood for the cause. The camps facilitate blood drawn upto 40 unit which is sent Dharam Blood Bank, Champa.</i></p> <p><i>The college also initiates Ribbon Club (RRC) for AIDS prevention and Care Prof. Utara Nrala, Department of Sanskrit, Govt. Laxmaneshwar College, Kharod. Distt-Janjgir- Champa. NSS (National Service Scheme) is also active in our institution, Adoption of village, Kesla village which is nearby of our college the NSS camps organized seven days special camp in this village and various rally's has been done by volunteers as- swachhla abhiyan, mudata jagrukta abhiyan, Beti Padhao- Beti-Bachao Abhiyan related Naras and etc. has been done by our college. Anti- Tobacco rally, Peace Rally, WbW(Wealth out of Waste) connects students with the larger social issues in the community and makes them socially responsible sensitive and thus facilitates in the holistic development.</i></p>

3.4.2 Number of awards and recognitions received for extension activities from government / government recognised bodies during the last five years (10)			
Name of the activity	Name of the Award/ recognition	Name of the Awarding government/ government recognised bodies	Year of award
Annual Activity	Best NSS Unit Award	ABVV Bilaspur	2016-17
Swachh Bharat summer Internship	Awareness about Cleaness to village	MHRD And Swakshata Mantralaya	2017-18
Participate in Dist Level Quiz Competition	Quiz - 1st Prize	Barrister Chhedilal Smriti Samaroh Zila Prashashan Janjgir Avam Sanskriti Vibhag	2019-20

3.4.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs during the last five years (15) &

Name of the activity	Organising unit/ agency/ collaborating agency	Name of the scheme	Year of the activity	Number of students participated in such activities
Seven Days Special Camps	NSS Kharod College/ Durpa	NSS Camp	2015-16	51
Swachh Bharat	NSS Kharod College/ Deori	NSS Camp	2016-17	54
Seven Days Special Camps	NSS Kharod College/ Gram Tanod	NSS Camp	2016-17	61
Seven Days Special Camp	NSS Kharod College/ Gram Kat aud	NSS Camp	2017-18	59
Blood Group Test	Red Cross Society Kharod College	Red Cross Society	12.02.2018	69
Red Cross (Red Ribbon Club)	Red Cross Society Kharod College	Red Cross Society	13.01.2018	20
Seven Days Special Camps	NSS Kharod College/ Gram Kukda	NSS Camp	2018-19	46
Seven Days Special Camps	NSS Kharod college/ Kesla	NSS camp	2019-20	64

3.4.4 Average percentage of students participating in extension activities at above during last five years (20)

Name of the activity	Organising unit/ agency/ collaborating agency	Name of the scheme	Year of the activity	Number of students participated in such activities
Seven Days Special Camps Gram Durpa	NSS Kharod College	NSS Camp	2015-16	51
Swachh Bharat- Deori	NSS Kharod College	NSS Camp	2016-17	54

Seven Days Special Camps Gram Tanod	NSS Kharod College	NSS Camp	2016-17	61
Seven Days Special Camp Gram Kat aud	NSS Kharod College	NSS Camp	2017-18	59
Blood Group Test	Red Cross Society Kharod College	Red Cross Society	12.02.2018	69
Red Cross (Red Ribbon Club)	Red Cross Society Kharod College	Red Cross Society	13.01.2018	20
Seven Days Special Camps Gram Kukda	NSS Kharod College	NSS Camp	2018-19	46
Seven Days Special Camps Gram Keshla	NSS Kharod College	NSS Camp	2019-20	64

Key Indicator - 3.5 Collaboration (20)

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year (10)

S. No.	Title of the collaborative activity	Name of the collaborating agency with contact details	Name of the participant	Year of collaboration	Duration	Nature of the activity	Link to the relevant document
1.	Blood Group Test	OM Patholab Sheorinarayan	45	12/2/2018	1	Blood Group Test	
2.	Blood Group Test	Narayan Diagnostic Center Powni	77	25-02-2019	1	Blood Group Test	
3.	Blood Donation	Dharam Blood Bank Champa	35	16-09-2019	1	Blood Donation	
4.	General Knowledge	None College	52	2017-18	02 Hour's	Knowledge test	
5.	General Knowledge	None College	70	2018-19	02 Hour's	Knowledge test	

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years (10)

Organisation with which MoU is signed	Name of the institution/ industry/ corporate house	Year of signing MoU	Duration	List the actual activities under each MOU year wise	Number of students/teachers participated under MoUs
<i>Nil</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>

Criterion IV
Infrastructure and Learning Resources (100)
Key Indicator - 4.1 Physical Facilities (30)

<p>4.1.1</p> <p>Q M</p>	<p><i>The Institution has adequate infrastructure and physical facilities for teaching-learning viz, classrooms, laboratories, computing equipment etc.</i></p> <p>Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information
<p>Ans :</p>	<p><i>The college has adequate physical facilities for teaching, learning activities. College premises is located at prime location on Kharod (famous for Chhattisgarh's kanshi) Bilaspur- Raigarh marg. Its lush green and eco-friendly campus which creates good learning environment. The infrastructure facilities are adequate according to the requirement of students. The college has the following facilities for teaching-learning and equipment.</i></p> <p><i>Facilities for teaching- Learning Activities:</i></p> <ol style="list-style-type: none"> 1. 16 Acre green campus. 2. Garden with varieties of trees and plants in surrounding. 3. Computer lab for PGDCA having 24 computers systems and 10 UPS and 1 digital projector. 2 Transparency paper projector. 4. IQAC cell having computer and internet connection 5. Separate common room and wash room for girls. 6. Separate wash rooms for students and staff members. 7. Clean drinking water facility. Suggestion boxes. 8. Inverter or UPS facility for office. 9. Library having reference books, encyclopedia and newspapers with reading rooms for students and staff. 10. Canteen facility for students and staffs.
<p>4.1.2</p> <p>Q M</p>	<p><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga etc.</i></p> <p>Describe the adequacy of facilities for cultural activities, sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information
<p>Ans :</p>	<p><i><u>Cultural activities-</u> Unit of NSS involve in various awareness programs like cleanliness exhibition, Anti-tobacco rallies, National unity programs (Stage performance and essay writing competition) Swachhhta abhiyan, voters awareness programs through cultural activities.</i></p> <p><i><u>Sports activities-</u> 5 acre play ground, college have one sport teacher. We conduct various indoor and outdoor games like chess, carrom, badminton, (court not available we conducted on outdoor ground)</i></p>

<i>Outdoor games- Cricket, football, volleyball, Athletics. We organizes inter institutional competition (school- college, college-college inter district level) Gymnasium and Yoga- NIL</i>
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4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc (10)		
Room number or Name of classrooms/Seminar Hall with LCD/ wifi/LAN facilities with room numbers	Type of ICT facility	Link to geo tagged photos and master timetable
NI	NI	NI

** (Data for the latest completed academic year)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs) (10)					
4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in lakhs) (10)					
Year	Budget allocated for infrastructure augmentation	Expenditure for infrastructure augmentation	Total expenditure excluding Salary	Expenditure on maintenance of academic facilities (excluding salary for human resources)	Expenditure on maintenance of physical facilities (excluding salary for human resources)
2015-16	Book	200000	200000	Book purchase	
	Electricity	65000	65000	Electricity bill payment	
	Stationery & Printing	11000	10967	Stationary expenditure	
	Office Furniture	200000	199055	Purchasing office furniture	
	Information technology	400000	399954	Camera & Computer purchase	
	Raw Material	500000	499016	Science Practical Material	
	Non office furniture	200000	199818	Student table and Chair	
	Equipment	200000	199985	Practical Material	
	Sports	200001	199910	Sporting Goods	
2016-17	Office Furniture	200000	199999	Purchasing office furniture	
	Electricity	70000	70000	Electricity bill payment	
	Stationery & Printing	8000	7940	Stationery expenditure	
	Incidental expenses	5000	4032	Incidental expenses	
	Book	200000	200000	Book purchase	
	Information technology	200000	199958	Camera & Computer purchase	
	Raw Material	400000	399016	Science Practical Material	
	Non office furniture	200000	198243	Student table and Chair	
	Equipment	100000	99603	Practical Material	

	Sports	200000	199474	Sporting Goods	
2017-18	Postage	6000	6000	Post age	
	Office Furniture	28000	25808	Purchasing office furniture	
	Book	150000	150000	Book purchase	
	Electricity	310000	178000	Electricity bill payment	
	Stationary & Printing	33000	33000	Stationery expenditure	
	Incidental expenses	10000	9870	Incidental expenses	
	Raw Material	50000	49754	Science Practical Material	
	Non office furniture	80000	80000	Student table and Chair	
	Sports	70000	69984	Sporting Goods	
2018-19	Equipment	100000	100000	Practical Material	
	Non office furniture	200000	199954	Student table and Chair	
	Book	450000	450000	Book purchase	
	Electricity	170000	150000	Electricity bill payment	
	Stationary & Printing	40000	30040	Stationery expenditure	
	Incidental expenses	15000	10022	Incidental expenses	
	Information technology	300000	300000	Camera & Computer purchase	
	Raw Material	280000	199496	Science Practical Material	
2019-20	Book	300000	299361	Book purchase	
	Electricity	144820	144810	Electricity bill payment	
	Stationary & Printing	49970	49870	Stationery expenditure	
	Information technology	484896	484895	Camera & Computer purchase	
	Affiliation	269000	269000	Advance adjustment	
	Raw Material	179968	179905	Science Practical Material	
	Non office furniture	400000	399982	Student table and Chair	
	Sports	100000	99886	Sporting Goods	
	Equipment	200000	199940	Practical Material	

To be discussed with IA and FO and look at NRF

Key Indicator - 4.2 Library as a Learning Resource (20)

4.2.1	Library is automated using Integrated Library Management System (ILMS)
Q M	<p>Data Requirement for last five years: Upload a description of library with</p> <ul style="list-style-type: none"> • Name of ILMS software • Nature of automation (fully or partially) • Version • Year of Automation <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for Additional Information
	Ans- NL

4.2.2 The institution has subscription for the following e-resources (6)
 1. e-journals, 2 e-ShodhSi ndhu, 3. Shodhganga membership, 4 e-books, 5 Databases, 6 Remote access to e- resources
 4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs) (5)

2015-16

Library resources	If yes, details of memberships/subscriptions	Expenditure on subscription to e-journals, e-books (INR in lakhs)	Expenditure on subscription to other e-resources (INR in lakhs)	Total Library Expenditure	Link to the relevant document
Books	<i>NI</i>	<i>NI</i>	<i>NI</i>	29816	<i>NI</i>
Journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-books	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-ShodhSi ndhu	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Shodhganga	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Databases	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Local and / or Remote access to e-resources (Specify)	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>

2016-17

Library resources	If yes, details of memberships/subscriptions	Expenditure on subscription to e-journals, e-books (INR in lakhs)	Expenditure on subscription to other e-resources (INR in lakhs)	Total Library Expenditure	Link to the relevant document
Books	<i>NI</i>	<i>NI</i>	<i>NI</i>	31897	<i>NI</i>
Journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-books	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-ShodhSi ndhu	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Shodhganga	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Databases	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Local and / or Remote access to e-resources (Specify)	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>

2017-18

Library resources	If yes, details of memberships/subscriptions	Expenditure on subscription to e-journals, e-books (INR in lakhs)	Expenditure on subscription to other e-resources (INR in lakhs)	Total Library Expenditure	Link to the relevant document
Books	<i>NI</i>	<i>NI</i>	<i>NI</i>	32700	<i>NI</i>
Journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>

e-books	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-ShodhSi ndhu	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Shodhganga	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Databases	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Local and / or Remote access to e-resources (Specify)	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>

2018-19

Library resources	If yes, details of memberships/subscriptions	Expenditure on subscription to e-journals, e-books (INR in lakhs)	Expenditure on subscription to other e-resources (INR in lakhs)	Total Library Expenditure	Link to the relevant document
Books	<i>NI</i>	<i>NI</i>	<i>NI</i>	34496	<i>NI</i>
Journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-books	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-ShodhSi ndhu	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Shodhganga	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Databases	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Local and / or Remote access to e-resources (Specify)	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>

2019-20

Library resources	If yes, details of memberships/subscriptions	Expenditure on subscription to e-journals, e-books (INR in lakhs)	Expenditure on subscription to other e-resources (INR in lakhs)	Total Library Expenditure	Link to the relevant document
Books	<i>NI</i>	<i>NI</i>	<i>NI</i>	35053	<i>NI</i>
Journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-journals	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-books	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
e-ShodhSi ndhu	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Shodhganga	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Databases	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>
Local and / or Remote access to e-resources (Specify)	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>	<i>NI</i>

<p>4.2.4 Q, M</p>	<p><i>Percentage per day usage of library by teachers and students (foot falls and login data for online access)</i> <i>(Data for the latest completed academic year)</i></p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>Data Requirement</p> <ul style="list-style-type: none"> • Upload last page of access ion register details • Method of computing per day usage of library • Number of users using library through e-access • Number of physical users accessing library <p>Formula:</p> $\frac{\text{Number of teachers and students using library per day}}{\text{Total number of teachers and students}} \times 100$ <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Any additional information • Details of library usage by teachers and students
<p>Ans :</p>	<p><i>About 20% per day uses of library by teachers and students.</i></p>

<p>4.3.1 Q, M</p>	<p><i>Institution frequently updates its IT facilities including W- F</i></p> <p>Describe IT facilities including W- F with date and nature of updation within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information
<p>Ans :</p>	<p><i>Presently Wfi facilities not available .but in the academic year 2014-2015 such facilities available .</i></p>

<p>4.3.2 Q, M</p>	<p><i>Student – Computer ratio (Data for the latest completed academic year)</i></p> <p>Number of students : Number of Computers</p> <p>Data Requirements:</p> <ul style="list-style-type: none"> • Number of computers in working condition • Total Number of students <p>File Description</p> <ul style="list-style-type: none"> • Upload any additional information • Student – computer ratio
<p>Ans :</p>	<p><i>Student –computer ratio is NL</i></p>

4.3.3	Bandwidth of internet connection in the Institution
Q. M	<p>Options:</p> <p>A ≥ 50 MBPS B 30 MBPS – 50 MBPS C 10 MBPS – 30 MBPS D 10 MBPS – 05 MBPS E < 05 MBPS</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> Available internet bandwidth <p>File Description</p> <ul style="list-style-type: none"> Upload any additional Information Details of available bandwidth of internet connection in the Institution
Ans :	NIL

Key Indicator – 4.4 Maintenance of Campus Infrastructure (20)

4.4.1	Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)
Q. M	<p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Data Requirement year wise: (As per Data Template in Section B)</p> <ul style="list-style-type: none"> Non salary expenditure incurred Expenditure incurred on maintenance of campus infrastructure <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information Audited statements of accounts. Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)

Ans :	Year	2015-16	2016-17	2017-18	2018-19	2019-20
	INR in Lakhs	161	168	167	206	285

4.4.2 Q M	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 1000 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information • Paste link for additional information
Ans :	<p><i>The college has maintenance committee that oversees the maintenance of buildings, classrooms and laboratories.</i></p> <ul style="list-style-type: none"> • <i>The maintenance committee is headed by the principal who in turn monitors the work of the Supervisor at the next level. The Supervisor is accountable to the principal and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc. The maintenance officer conducts periodic checks to ensure the efficiency/ working condition of the infrastructure.</i> • <i>Cleaned and maintained regularly by Non - teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The Green Cover of the campus is well maintained by a full time gardener.</i> • <i>Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, CCTV cameras and Water Purifiers. Apart from contract workers, Parking facility is well organized. It is efficiently maintained by annually renewed contract employees.</i> • <i>The campus maintenance is monitored through surveillance Cameras.</i> • <i>Every department maintains a stock register for the available equipment.</i> • <i>Proper inspection is done and verification of stock takes place at the end of every year.</i> • <i>The civil and electrical work is adequately monitored and maintained by the Principal Office</i> • <i>Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Principal office. The requirements are collectively processed in every semester break so as to keep things ready for the new semester.</i> • <i>Pest control of library books and records is done every year by the maintenance department. The non-teaching staff is also trained in maintenance of science and computer equipment. Such as file arrangements and maintaining practical instruments.</i>

Criterion V
Student Support and Progression (130)

Key Indicator - 5.1 Student Support (50)						
5.1.1 Average percentage of students benefited by scholarships and freships provided by the Government during the last five years (20)						
Year	Name of the scheme	Number of students benefited by government scheme and amount		Number of students benefited by the institution's schemes and amount		Link to relevant document
		Number of students	Amount	Number of students	Amount	
2015-16	Post Metric Scholarship	1006	2957200	NI	NI	NI
2016-17	Post Metric Scholarship	1168	3442860	NI	NI	NI
2017-18	Post Metric Scholarship	1160	3531700	NI	NI	NI
2018-19	Post Metric Scholarship	1213	3903550	NI	NI	NI
2019-20	Post Metric Scholarship	1356	4729725	NI	NI	NI
Total		5903	14308285	0	0	0
Average percentage of last 5 years =87.46%						

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years (05)
Ans : NL

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following (10) 1. Soft skills, 2 Language and communication skills, 3 Life skills (Yoga, physical fitness, health and hygiene), 4 ICT/computing skills			
Name of the capability enhancement program	Date of implementation (DD-MM YYYY)	Number of students enrolled	Name of the agencies/consultants involved with contact details (if any)
Guidance for Competitive Exam	10-10-2019 to 20-10-2019	200	NI
Career Counseling	06-10-2018 to 16-10-2018	210	NI
Career Counseling	16-08-2017 to 31-01-2018	225	NI
Career Counseling	20-08-2016 to 30-01-2017	190	NI
Remedial Coaching	20-08-2015 to 25-01-2016	300	NI
Remedial Coaching	25-08-2014 to 30-01-2015	200	NI

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the last five years (10)						
Year	Name of the Activity conducted by the HEI to offer guidance for competitive examinations offered by the institution during the last five years		Name of the Activity conducted by the HEI to offer guidance for career counseling offered by the institution during the last five years		Number of students placed through campus placement	Link to the relevant document
	Name of the Activity	Number of students attended/ participated	Details of career counseling	Number of students attended/ participated		
2016-17	NI	NI	NI	NI	NI	NI
2017-18	NI	NI	NI	NI	NI	NI
2018-19	NI	NI	NI	NI	NI	NI
2019-20	NI	NI	NI	NI	NI	NI
2020-21	NI	NI	NI	NI	NI	NI

<p>5.1.5</p> <p>Q. M</p>	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Options:</p> <p>A All of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above</p> <p>Data Requirement: Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed</p> <p>File Description (Upload)</p> <ul style="list-style-type: none"> • Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee • Upload any additional information • Details of student grievances including sexual harassment and ragging cases
<p>Ans :</p>	<p><i>(A) All of the above</i></p>

Key Indicator - 5.2 Student Progression (25)

5.2.1 Average percentage of placement of outgoing students during the last five years (10)

Year	Name of student placed and contact details	Program graduated from	Name of the employer with contact details	Pay package at appointment
2020	Mukesh Kumar Sahu & Santosh Kumar Sahu	B Sc. III (Maths)	Vyakhyata (Maths)	-
2020	Punaram Navratna	M Com	Asst. Prof.	PSC

5.2.2 Average percentage of students progressing to higher education during the last five years (10)

Name of student enrolling into higher education	Program graduated from	Name of institution joined	Name of programme admitted to
Uttara Kurrey	Govt. Laxmaneshwar College Kharod	Govt. T C L PG College Janjgir	L L B
Vivek Lahare	Govt. Laxmaneshwar College Kharod	Govt. P G Science. College Bilaspur	M Sc.
Shatruhan sahu	Govt. Laxmaneshwar College Kharod	Govt. P G Science. College Bilaspur	M Sc.
Ku. Priti Bhardwaj	Govt. Laxmaneshwar College Kharod	Govt. P G Science. College Bilaspur	M Sc.
Ku. Seema Sahu	Govt. Laxmaneshwar College Kharod	Govt. P G Science. College Bilaspur	M Sc.
Sanjay Agrawal	Govt. Laxmaneshwar College Kharod	Kolkata	C A
Sivani Agrawal	Govt. Laxmaneshwar College Kharod	Dr. C V Raman University	M B A
Suraj Kesharwani	Govt. Laxmaneshwar College Kharod	Raipur	C A
Lucky Keshra wani	Govt. Laxmaneshwar College Kharod	Raipur	C A
Khagendra Bharadwaj	Govt. Laxmaneshwar College Kharod	T C L	L L B
Jharna Sahu	Govt. Laxmaneshwar College Kharod	Govt. E R R P G Science College, Bilaspur.	M Sc(Bot any)
Prakash Nrala	Govt. Laxmaneshwar College Kharod	Govt. E R R P G Science College, Bilaspur	MSc(Bot any)
Lalita	Govt. Laxmaneshwar College Kharod	D R S college Kasdol	M Sc(Chemistry)
Durpati Sahu	Govt. Laxmaneshwar College Kharod	D R S college Kasdol	M Sc(Zoology)
Kishan Roy	Govt. Laxmaneshwar College Kharod	D R S college Kasdol	M Sc(Chemistry)
Shristy yadav	Govt. Laxmaneshwar College Kharod	D P Vipra college , BILASPUR	M Sc (Zoology)
Rajnandini Sahu	Govt. Laxmaneshwar College Kharod	D P Vipra college , BILASPUR	M Sc(Bot any)
Rashmi Yadav	Govt. Laxmaneshwar College Kharod	D P Vipra college , BILASPUR	M Sc (Zoology)
Anju Verma	Govt. Laxmaneshwar College Kharod	MLD College Sheorinarayan	M Sc (Zoology)
Nikita Sahu	Govt. Laxmaneshwar College Kharod	Pt. J L N College Nawagarh, Janjgir- Champa	M Sc(Chemistry)
Number of Students Proceeding From UG to PG – 21			

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM GATE/ CLAT/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/ State government examinations, etc.) (05)

Sr. No.	Year	Registration number/roll number for the exam	Names of students selected/qualified	Examination qualified											State government examinations	Other examinations conducted by the State / Central Government Agencies (Specify)
				NET	SLET	GATE	GMAT	CAT	GRE	JAM	IELTS	TOEFL	Civil Services			
1	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	2017-18	0	1. Shraavan Krishna Agrawal 2. Ravindra Kumar	1	2	0	0	0	0	0	0	0	0	0	0	
4	2018-19	0		0	1	0	0	0	0	0	0	0	0	0	0	
5	2019-20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Grand Total		1	3	0	0	0	0	0	0	0	0	0	0	

Instruction: Please do not include individual university's entrance examination.

Key Indicator - 5.3 Student Participation and Activities (45)

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (award for a team event should be counted as one) during the last five years. (20)

Year	Name of the award/medal	Team/Individual	University/State/National/International	Sports/Cultural	Name of the student
2015-16	—	Team	University	Kabaddi	Rupesh Aditya
	kabaddi	National	sports		Pradeep Banjare
2016-17	Best unit of NSS in Bilaspur University	, Uni. Table	NSS		College Unit
2016-17	—	Team	University	Football	Pintu Sonwari
2017-18	—	—	—	—	—
2018-19	—	—	—	—	—
2019-20	—	—	—	—	—

5.3.2 Q M	<p><i>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)</i></p> <p>Describe the students' representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
Ans :	<p><i>Students have active representation on academic and administrative bodies and committees of the Institute. Class Committees All programmes have class committees for each course that comprise of student members representing meritorious as well as weak students, along with faculty members nominated by the Head of the Department, other than the course teacher. The Class Committees provide feedback on all aspects of the programme and respective course. Class Committee Meetings are held regularly, at least twice in each semester. Cultural and Sports Committees Students have strong representations in all cultural and sports and games committees and help in organization and management of events.</i></p> <p><i>Organization of Special Events Students organize and celebrate the National Teachers Day, on Sept. 5, every year by honoring retired teachers and presenting cultural programme, intra-faculty and inter-faculty cultural and sports competitions, Independence Day, Republic Day, Engineers Day, Science Day and various NSS and social service activities.</i></p> <p><i>The above activities enhance their communication skills, management skills, leadership skills, team work, time-management, resource management skills and builds confidence in each student.</i></p>

5.3.3 Average number of sports and cultural activities/events in which students of the Institution participated during last five years (organised by the institution/other institutions) (20)		
Date of event/activity (DD-MM-YYYY)	Name of the event/activity	Name of the student participated
2014-15	Atletics (M-W)	22 Only
2015-16	Kabaddi	12 Only
2016-17	Kabaddi (Men's)	12 Only
2017-18	Atletics (Men's)	24 Only
2018-19	Kabaddi (Men's)	12 Only
2019-20	-	-

Note: Classify the data and provide year wise

5.4 1 Q M	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</i></p> <p>Describe contribution of alumni association to the institution within a maximum of 500 words</p> <p>File Description:</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
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Ans : *The college has Alumni association established through IQAC which contribute significantly to the development of the institution as well as student personality development. To promote all the students for better future. Alumni Association registration on progress.*

- *While rejuvenating the memories of the college, a network of old students was achieved*
- *Now these days it is the backbone of the institution. The institution rests on the rich history of the student's success and glory.*
- *Association regularly meets and interacts with the management. It is the flag bearer of the developments in the institution*
- *The Alumni organizes lectures on personality development. Over the years it has been helping in holding interactive sessions to motivate students regarding social adjustments and career seeking*
- *The alumni also help the institution by influencing industries and other agencies in getting placements for the institution. The alumni has expanded and strengthened it with new enrolments.*
- *The alumni appear for various activities and their suggestions are taken into account. Alumni day is celebrated and their achievements are recognized. The successful alumni are selected as guests of honor for awards.*

Alumni Association Benefits for Students:

- *Personality Development Programs*
- *Career Guidances*
- *Industry Institute Interaction*
- *Mentoring*
- *Project Assistance for final year students*
- *Arranging seminar for M A students*

Committee Members:

Sr. No.	Name	Designation
1.	Pramil Yadav	President
2.	Sateesh Sahu	Secretary

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

Q. M

Options:

- A ≥ 5 Lakhs
- B 4 Lakhs - 5 Lakhs
- C 3 Lakhs - 4 Lakhs
- D 1 Lakhs - 3 Lakhs
- E <1 Lakhs

Opt one

Data Requirement for last five years (year wise):

- Alumni association/ Name of the alumnus
- Quantum of contribution
- Audited Statement of account of the institution reflecting the receipts.

File Description

- Upload any additional information

Ans : *< 1 Lakh*

Criterion VI
Governance, Leadership and Management (100)
Key Indicator - 6.2 Strategy Development and Deployment (10)


6.1.1	<i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i>
Q M	<p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
Ans :	<p><i><u>Vision:</u> To be a premier institution in the field of Quality education, research for the betterment of society.</i></p> <p><i><u>Mission:</u> To provide, nurture and maintain conducive environment for academic excellence, research and entrepreneurship to prepare competent, ethical and socially responsible future citizen.</i></p> <p><i><u>Quality Policy:</u> To provide value based quality education maintaining pace with changing technology to produce competent and skilled professionals ready to accept global challenges. <u>Quality Objectives:</u></i></p> <ol style="list-style-type: none"> <i>1. To imbibe quality consciousness at all levels of the staff.</i> <i>2. Strict NO to compromise with quality.</i> <i>3. Strive to do still better.</i> <i>4. Discourage Short Cuts. The mission of the institute statement defines the Institute's distinctive characteristics in terms of addressing the needs of the society, students, institute's value orientation, and vision for the future.</i> <p><i>The Vision and Mission of the institute are in tune with the objectives of higher education. The formal and informal arrangements in the institute to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision. Reflection of Mission and Vision in the leadership of institute in ensuring:</i></p> <p><i>1. The policy statements and action plans:</i></p> <p><i>The vision and mission to all stake holders and involve the mind for mind the policy statements. The Principal makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The management takes review of quality policies and makes amendments in quality policies if required</i></p>
6.1.2	<i>The effective leadership is visible in various institutional practices such as decentralization and participative management</i>
Q M	<p>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

Ans :	<p><u>Vision and Mission Statement</u></p> <p><i>Vision Statement:</i> <i>The vision of the institution is to evolve through collective leadership into a centre of academic excellence which while retaining its regional roots is able to encompass and articulate global concerns and the wider social imperatives. It seeks to achieve a wholesome synergy between academic practices, social empathy, cultural proclivities and co-curricular responsibilities so that all stakeholders may benefit and students particularly, may develop to their fullest potential.</i></p> <p><i>Mission Statement:</i></p> <ul style="list-style-type: none"> • <i>To provide a holistic and enabling environment of study to young women hailing from diverse demographics.</i> • <i>To expand the range of disciplines/subjects available to students at the under-graduate level.</i> • <i>To introduce post-graduate programmes in a phased manner.</i> • <i>To consistently upgrade its teaching-learning policy, methods and apparatus so as to be able to deliver its core services in a relevant and up-to-date manner.</i> <p><i>To partner with the government in the spread of continuing adult, mass education (through the Open and Distance Mode).</i></p> <p><i>Nature of Governance:</i> <i>The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration</i></p>
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6.21	<p><i>The institutional Strategic/ perspective plan is effectively deployed</i></p>
Q M	<p>Describe one activity successfully implemented based on the strategic plan within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Strategic Plan and deployment documents on the website • Paste link for additional information • Upload any additional information
Ans :	<p><i>Institutional Strategic Goals are:-</i></p> <ol style="list-style-type: none"> <i>1. Effective Leadership and Participative Management</i> <i>2. Constant Internal Quality Assurance System</i> <i>3. Students overall development through participation</i> <i>4. Proper Discipline</i> <i>5. Financial planning and management</i> <i>6. Alumni interaction and outreach activities</i> <p><i>Strategic Planning:</i></p> <p><i>Efficient Teaching Frudition Procedures</i></p> <ul style="list-style-type: none"> • <i>Preparation of teaching plan</i> • <i>Constant assessment to measure outcomes</i> • <i>Use for more practical methods of teaching</i> • <i>Promote research culture and facilities</i> • <i>Provide mentoring and individual support.</i> • <i>Follow a transparent feedback system</i> • <i>Implementation of best practices for students</i> <p><i>Effective Leadership and Participative management.</i></p> <p><i>Following reporting structure of faculties:-</i></p> <p><i>Following reporting structure of faculties:</i></p>

	<p><i>Decentralization of the academic, administration and student related authorities & responsibilities. All the Heads of the Departments conduct faculty meetings every</i></p> <ul style="list-style-type: none"> • <i>Fortnight Portfolio assignments</i> • <i>The minutes of the meetings are communicated to the Principal who in turn consolidates all the suggestions and submits them to the Management for approval & reference.</i> <p><i>Students overall development through participation:</i></p> <p><i>There are various activities done by students through teachers special programs like clean campus green campus. College NSS unit is actively worked with socio-economic criteria. Some special camp organized by the individual department through college students by NSS, Red Cross Society, Red Ribbon Clp (RRC) etc. Various Swachhhta Abhiyan, Matdaajagruka, Beti Bachao Beti Padhao, and Currently famous phrase Chhattisgarh ke Char Chihari- Narwa, Garva, Ghurwa Bari sandesh spreads all over the near villages which is nearby college through college Students.</i></p>
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<p>6.2.2</p> <p>Q M</p>	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures, etc.</i></p> <p>Describe the Organogram of the Institution within a maximum 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Link to Organogram of the Institution webpage • Upload any additional information
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<p>Ans :</p>	 <pre> graph TD GB[Governing body] --> P[Principal] P --> Right[] </pre>
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<p>6.23</p> <p>Q, M</p>	<p><i>Implementation of e-governance in areas of operation</i></p> <ol style="list-style-type: none"> 1 Administration 2 Finance and Accounts 3 Student Admission and Support 4 Examination <p>Options:</p> <ol style="list-style-type: none"> A All of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> • Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination • Name of the Vendor with contact details • Year of implementation <p>File Description (Upload)</p> <ul style="list-style-type: none"> • ERP (Enterprise Resource Planning) Document • Screen shots of user interfaces • Any additional information • Details of implementation of e-governance in areas of operation, Administration etc (Data Template)
<p>Ans:</p>	<p>A All of the above</p>

<p>6.31</p> <p>Q M</p>	<p><i>The institution has effective welfare measures for teaching and non-teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>Ans :</p>	<p><i>The welfare measures of teaching staff are as follows</i></p> <p><i>Medical Allowance 2 Maternity benefits as per norms</i></p> <p><i>The following facilities are also provided to employees for efficient functioning :</i></p> <ol style="list-style-type: none"> 1 Medical leave 2 Yoga classes 3 Psychological counseling. 4 Workspace 5 Cafeterias 6 Sports facilities

	<p><i>Psychological counselling is available for the staff. A large number of faculty members have been supported for visits by Staff members. In order to encourage the young faculty to pursue a vibrant research career Internal projects and Seed money have been provided early in their career. From the Government schemes that are available.</i></p> <p><i>The welfare scheme for non teaching staff</i></p> <ol style="list-style-type: none"> <i>1. Uniform for fourth class staff</i> <i>2. Allowance like Daily allowance and Travel allowance (this allowance is not sufficient)</i> <i>3. Medical leave.</i> <i>4. Other government allowance</i>
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Key Indicator - 6.3 Faculty Empowerment Strategies (30)

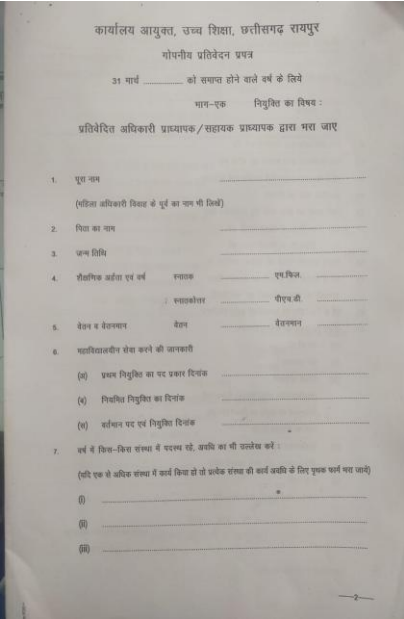
6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshop and towards membership fee of professional bodies during the last five years (10)				
Year	Name of teacher	Name of conference/workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support received (in INR)
2017	Dr. CB Khutey	IQAC	IQAC provided fund	500
2017	Dr. GC Bhardwaj	IQAC	IQAC provided fund	500

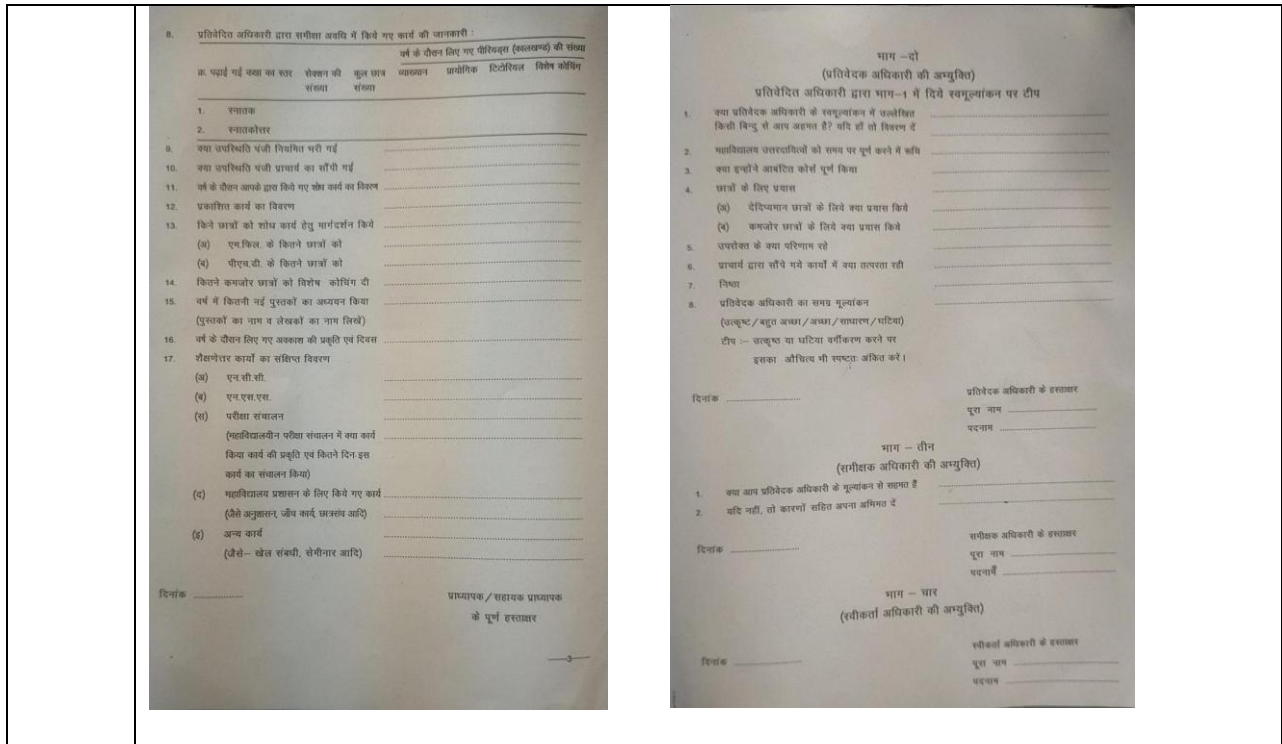
6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years (5)			
Dates (from to) (DD MM YYYY)	Title of the professional development program organised for teaching staff	Title of the administrative training program organised for non-teaching staff	No. of participants
<i>Nl</i>	<i>Nl</i>	<i>Nl</i>	<i>Nl</i>

Note: Classify the data and provide year wise

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation/ Induction Programmes, Refresher Course, Short Term Course etc.) (5)		
Name of teacher who attended	Title of the program	Duration (from – to) (DD MM YYYY)
Dr. S K Kashyap	Orientation	03-06-2014 to 30-06-2014
Dr. S K Kashyap	Refresher	03-11-2016 to 23-11-2016
Smt. Utara Nrala	Orientation	04-07-2018 to 31-07-2018
A K Netam	Deeksharambh	21-08-2019 to 23-09-2019

Note: Classify the data and provide year wise

<p>6.3.5</p> <p>Q M</p>	<p>Institutions Performance Appraisal System for teaching and non-teaching staff</p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>Ans :</p>	<p>Functioning Status of the Performance Appraisal System</p> <p><i>The Performance Appraisal Reports (PBAs) provide good feedback to faculty and help them in understanding the changing needs of students. All faculty members fill prescribed Performance Appraisal System (PAS) system encourages the faculty members to make excellent performance in teaching – Learning and research. The institution has performance based appraisal system for the Assessment of teaching and non-teaching staff. The Appraisal report is based on the Annual performance of the employ on the basis of their academic, research and other extra-curricular activities. It is also based upon his/her relation with the students, colleagues and administration. The above set performance appraisal report is to be filled by employ in a given prescribed perform which includes all the above set related to points and sub points. The views of the employ filled in the prescribed perform is reviewed by HOD's, faculty Head and Principal. The overall report is further reviewed by the chair man of the governing body and final performance functioning status is set up and confidentially recorded in the office.</i></p> 



<p>6.41</p> <p>Q M</p>	<p><i>Institution conducts internal and external financial audits regularly</i></p> <p>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</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>Ans :</p>	<p><i>Internal Audit: Internal Audit is conducted by an Internal Auditor (College administration) every year.</i></p> <p><i>1. College Administration Conducts statutory audit covering all financial and accounting activities of the Institute. This includes scrutiny of the following:</i></p> <p><i>(a) All receipts from fee, donations, grants, contributions, interest earned and returns on investments</i></p> <p><i>(b) All payments to staff, vendors, contractors, students and other service providers</i></p> <p><i>2 Internal Auditor, concerned Head of the Department and any other member nominated by the Principal. Draft report is submitted to Treasurer and Director, (if necessary) for finalizing compliance report of the Institute.</i></p> <p><i>3. It is pointed out that no serious objection/irregularity is outstanding. Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grant giving agencies are also countersigned by the All Financial Statements upto 2020-2021 have been certified by competent authority. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.</i></p> <p><i>External Audit: External Audit done by Commissioner Higher Education Department Govt. Of Chhattisgarh. Financial audit year 2021.</i></p>

Key Indicator - 6.4 Financial Management and Resource Mobilization (20)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Giterion III) (8)

NI	NI	NI	NI	NI
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<p>6.4.3</p> <p>Q M</p>	<p><i>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</i></p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>Ans :</p>	<p><i>1. Fees: Fees charged as per the university and government norms from students of various granted and self-financed courses.</i></p> <p><i>2. Salary Grant: The College receives salary grant from the State Government. For this, we prepare and send an annual budget of the estimated salary grant required to the state government. This grant includes salaries of the Full Time Permanent teachers and non-teaching staff as well as part-time teachers working on granted posts.</i></p> <p><i>3. UGC Grants: Our College is under 2F and 12B as per UGC Act and Permanent Affiliation of the University. So we receive grants from the UGC for the development and maintenance of Infrastructure, upgrade of the Learning Resources and Research (including grants for Minor and Major Research Projects)</i></p> <p><i>4. Our resource mobilization policy and procedures are as follows:</i></p> <ol style="list-style-type: none"> <i>1. The institution set up a UGC Committees per the directions of the UGC given in the XIII Plan</i> <i>2. The UGC Committee, in close coordination with the CDC and the IQAC, monitors the mobilization of funds and makes sure that the funds are spent for the purpose for which they have been allocated</i> <i>3. The Purchase Committee takes care that purchases are done properly and in accordance with the rules.</i> <i>4. The College Development Committee takes a review of the mobilization of funds and the utilization of these sources periodically in their meetings.</i>

<p>6.5.1</p> <p>Q M</p>	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes.</i></p> <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
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<p>Ans :</p>	<p><i>The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of the Institution. During the post accreditation period, the IQAC will channelize all efforts and measures of the Institution towards promoting its academic excellence. The objectives of the IQAC are: To ensure continuous improvement in the entire operations of the Institution</i></p> <ul style="list-style-type: none"> <i>• To ensure stakeholders connected with Education, namely parents, teachers, staff, Employers, funding agencies, society in general, of its own quality and probity. To develop a quality system for conscious, consistent and programmed action to improve</i> <i>• The academic and administrative performance of the institution To promote measures for driving institutional functioning towards quality enhancement</i> <i>• Institutionalization of best practices. Benefits IQAC will facilitate/ contribute: To ensure a heightened level of clarity and focus in institutional functioning towards</i> <i>• Quality enhancement and internalization of the quality culture NAAC for Quality and Excellence in Higher Education To promote measures for the functioning of the Institution towards quality enhancement</i> <i>• Through internalization of quality culture and Institutionalization of best practices. To provide a sound basis for decision making to improve Institutional functioning</i> <i>• To act as a dynamic system for quality changes in the Institution</i> <i>• To build a better internal communication</i> <i>• Functions Development and application of quality benchmarks/ parameters for the various academic</i> <i>• Administrative activities of the Institution Arrangement for feedback responses from students, parents and other stakeholders on</i> <i>• Quality related processes of the institution Dissemination of information on the various quality parameters of higher education</i> <i>• Documentation of the various programs/ activities leading to quality improvement.</i> <i>• Organization of workshops, seminars on quality related themes and promotion of quality</i> <i>• Grades. Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC</i> <p><i>Based on the quality parameters. Strategies of IQAC</i></p> <ol style="list-style-type: none"> <i>1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.</i> <i>2. The relevance and quality of academic and research programmes.</i> <i>3. Equitable access to and affordability of academic programmes for various sections of society.</i> <i>4. Optimization and integration of modern methods of teaching and learning.</i> <i>5. The credibility of evaluation procedures.</i> <i>6. Ensuring the adequacy, maintenance and functioning of the support structure and services.</i>
<p>6.5.2 Q M</p>	<p><i>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</i></p> <p><i>(For first cycle - Incremental improvements made for the preceding five years with regard to quality</i></p> <p><i>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)</i></p> <p><i>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each</i></p>

	<p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information
<p>Ans :</p>	<p><i>The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.</i></p> <p><i>The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed</i></p> <p><i>Admission to various programs, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar.</i></p> <p><i>All newly admitted students have to compulsorily attend the Orientation Programs in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute.</i></p> <p><i>All students are also given a guided tour of the campus and the various facilities. All students are provided with the Student Diary that provides all details relevant for students. Students are apprised of the Time-Table, Programs structure, syllabus of the courses before the semester commences.</i></p> <p><i>Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Principal, HODs and proctors of various classes. The Chief Proctor and the Discipline Committee members make random visits to ensure smooth functioning of classes.</i></p> <p><i>Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process.</i></p> <p><i>Feedback from students is also taken individually by teachers for their respective courses, by Proctors, AAAC and directly through IQAC. Students are also free to approach the Director of the Institute for feedback and suggestions. Feedback is properly analyzed and shared with the Principal, HODs and individual faculty members.</i></p> <p><i>The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations. The major initiatives taken over the last five years include the following:</i></p> <ul style="list-style-type: none"> • <i>Introduction of Daily Home Assignments</i> • <i>Green initiatives in Campus – Tree plantation, Biodiversity Park</i> • <i>Personality development programs</i> • <i>Cultural and sport activities</i> • <i>Woman empowerment and Education</i>

Key Indicator - 6.5 Internal Quality Assurance System(30)

6.5.3 Quality assurance initiatives of the institution include: (10)

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

Year	Conferences, Seminars, Workshops on quality conducted	Academic Administrative Audit (AAA) and initiation of follow up action	Participation in NIRF along with Status.	ISO Certification and nature and validity period	NBA or any other certification received with program specifications.	Collaborative quality initiatives with other institutions (Provide name of the institution and activity)	Orientation programme on quality issues for teachers and students organised by the institution, Date (From To) (DD-MM-YYYY)
2016-17	Career Consoling	-	N1	N1	N1	N1	Prof. Ultra Nrala 04 July 2018 to 31 July 2018
2017-18	Career Consoling	-	N1	N1	N1	N1	22-02-2017
	Career Consoling	-	N1	N1	N1	N1	23-02-2017
	IQAC Mtng	-	N1	N1	N1	N1	11-02-2017
	IQAC Mtng	-	N1	N1	N1	N1	07-11-2017
2018-19	NAAC Workshop	-	N1	N1	N1	N1	11-08-2018
	IQAC Mtng	-	N1	N1	N1	N1	03-07-2018
2019-20	National Seminar	-	N1	N1	N1	N1	22,23-01-2020
	IQAC Mtng	-	N1	N1	N1	N1	02-12-2019
	IQAC Mtng	-	N1	N1	N1	N1	06-01-2020
	IQAC Mtng	-	N1	N1	N1	N1	12-08-2020
2020-21	One Day Online Workshop	-	N1	N1	N1	N1	05-02-2021
		-	N1	N1	N1	N1	Prof. A K Netam 01 Feb 2021 to 01 March 2021
	IQAC Mtng	-	N1	N1	N1	N1	22-09-2020
	IQAC Mtng	-	N1	N1	N1	N1	29-01-2021
	IQAC Mtng	-	N1	N1	N1	N1	06-02-2021

Criterion VI
Institutional Values and Best Practices (100)

Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

<p>7.1.1</p> <p>Q M</p>	<p><i>Measures initiated by the Institution for the promotion of gender equity during the last five years.</i></p> <p>Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> • Annual gender sensitization action plan • Specific facilities provided for women in terms of: <ol style="list-style-type: none"> a) Safety and security b) Counseling c) Common Rooms d) Day care center for young children e) Any other relevant information
<p>Ans :</p>	<p><i>Response:</i></p> <p><i>Government Laxmaneshwar College Kharod creates Gender sensitive environment and Safe, secure and healthy atmosphere in the Campus. Sensitization of the students is done through special lectures and by organizing so many functions. Specific initiatives with respect to key areas as follows</i></p> <p><i><u>Safety and Security:-</u></i></p> <p><i>CCTV cameras (Surveillance System): High resolution Camera available in college campus. Indoor and outside of the college. This system ensure that all female staff, students can move freely in the campus and feel assure that they are secure at all the time in the campus.</i></p> <p><i>Counseling : Our college has a system of mentoring in each PG department for inculcating social, Moral and ethical values .</i></p> <p><i>Women cell also create gender awareness through different program All Senior officials are available both for boys and girls for solving their problem any time without any appointment.</i></p>

	<p>Common Rest Room</p> <p><i>In each block of the University separate washrooms are available for girls and boys. 24 hour's water is available with proper ventilation in the washroom. Separate girl's common rooms are created with facilities like indoor games, first Aid box and News-papers.</i></p> <p style="text-align: center;">+</p>
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<p>7.1.2 Q M</p>	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy <input type="checkbox"/> 2. Biogas plant <input type="checkbox"/> 3. Wheeling to the Grid <input type="checkbox"/> 4. Sensor-based energy conservation <input type="checkbox"/> 5. Use of LED bulbs/ power efficient equipment <input type="checkbox"/> <p>Options:</p> <p>A 4 or All of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Geotagged Photographs • Any other relevant information
<p>Ans :</p>	<p>D Any one of the above</p>

<p>7.1.3 Q M</p>	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>Provide weblink to</p> <ul style="list-style-type: none"> • Relevant documents like agreements/ MOUs with Government and other approved agencies
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	<ul style="list-style-type: none"> • Geotagged photographs of the facilities • Any other relevant information
<p>Ans :</p>	<p>Response:</p> <p><i>Government Laxmaneshwar College Kharod campus is surrounded by lush greenery and having a gentle slope towards the west side. The college has Neem Munga Bargad, Almond and Ber fruits tree, Mihanee m Ratanjot, Gil mohar, Kadam Karanj, Senbal and other many greenish trees are present. In indoor side there are so many tiny plants, flowers like Red Rose, Lily, Mngras etc.</i></p> <p><i>The college has a population of 1620 people. . At utmost care is taken to dispose off the solid waste. The solid waste generated within the campus is categorized into two. The Wet waste and Dry waste. The wet waste generated from the Residential area from food/ kitchen waste and the dry waste generated both from Residential quarters and office such as paper, plastics and wooden materials etc is systematically managed properly.</i></p> <p><u>Solid waste management:-</u></p> <p><i>The Dry & Wet waste Dust bins are kept inside and outside the offices, residential areas and on road sides. The dry & wet waste so collected in these dust bins, are shifted to collecting trolleys and then dumped in the specified place located away from the Residential and Academic area. The dry/wet degradable waste is disposed into the Landfills to produce compost. This compost produced from the waste is used for Gardening in the campus.</i></p> <p><u>Waste Management Steps for Liquid waste management:-</u></p> <p><i>There are two types of Liquid waste generated within the campus, the liquid waste from kitchen/ Bathrooms and sewage from the toilets. Separate chambers and pipelines have been constructed to collect kitchen/ Bathroom liquid waste and Sewage waste.</i></p>

<p>7.1.4</p> <p>Q_n M</p>	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting <input type="checkbox"/> 2. Borewell / Open well recharge <input type="checkbox"/> 3. Construction of tanks and bunds <input type="checkbox"/> 4. Waste water recycling <input type="checkbox"/> 5. Maintenance of water bodies and distribution system in the campus <input type="checkbox"/> <p>Options:</p> <p>A Any 4 or all of the above</p> <p>B Any 3 of the above</p> <p>C Any 2 of the above</p> <p>D Any 1 of the above</p> <p>E None of the above</p>
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	<p>Upload :</p> <ul style="list-style-type: none"> • Geotagged photographs / videos of the facilities • Any other relevant information
Ans :	<p>C Any two of the above</p> <p>Borewell systems are available in the college and maintenance of water management system available in this college. The distribution of water pipeline availability in the college.</p>

<p>7.1.5</p> <p>Q. M</p>	<p>Green campus initiatives include (4)</p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles <input type="checkbox"/> 2. Use of Bicycles/ Battery powered vehicles <input type="checkbox"/> 3. Pedestrian Friendly pathways <input type="checkbox"/> 4. Ban on use of Plastic <input type="checkbox"/> 5. Landscaping with trees and plants <input type="checkbox"/> <p>Options:</p> <p>A Any 4 or All of the above</p> <p>B Any 3 of the above</p> <p>C Any 2 of the above</p> <p>D Any 1 of the above</p> <p>E None of the above</p> <p>Upload</p> <ul style="list-style-type: none"> • Geotagged photos / videos of the facilities • Various policy documents / decisions circulated for implementation • Any other relevant documents
Ans :	<p>C Any 3 of the above</p> <p>Use of bicycles, Battery Efficient vehicles used by student as well as non teaching staffs.</p> <p>Single Use Plastics are completely banned and awareness is created among staff and students through orientation and display boards in the premises.</p>

<p>7.1.6</p> <p>Qn M</p>	<p>Quality audits on environment and energy are regularly undertaken by the institution</p> <p>7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit <input type="checkbox"/> 2. Energy audit <input type="checkbox"/> 3. Environment audit <input type="checkbox"/> 4. Clean and green campus recognitions/awards <input type="checkbox"/> 5. Beyond the campus environmental promotional activities <input type="checkbox"/>
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	<p>Options:</p> <p>A Any 4 or all of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Reports on environment and energy audits submitted by the auditing agency • Certification by the auditing agency • Certificates of the awards received • Any other relevant information
Ans :	E None of the above .

7.1.7	<i>The Institution has disabled-friendly, barrier free environment</i>	
Q M	<ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. <input type="checkbox"/> 2. Disabled-friendly washrooms <input type="checkbox"/> 3. Signage including tactile path, lights, display boards and signposts <input type="checkbox"/> 4. Assistive technology and facilities for persons with disabilities (<i>Dvyanjan</i>) accessible website, screen-reading software, mechanized equipment <input type="checkbox"/> 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <input type="checkbox"/> <p>Options:</p> <p>A Any 4 or all of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Geotagged photographs / videos of the facilities • Policy documents and information brochures on the support to be provided • Details of the Software procured for providing the assistance • Any other relevant information 	
Ans :	D Any one of the above.	

7.1.8	<i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities (with in 500 words).</i>
Q M	<p>Provide Web link to:</p> <ul style="list-style-type: none"> • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)

	<ul style="list-style-type: none"> Any other relevant information.
Ans :	<p><i>Govt. Laxmanesar College Kharod is undertaking various initiatives in the form of celebration of days of Eminent personalities National Festivals, NSS and other such activities to provide for an inclusive environment by bringing students and teachers with diverse background on single platform for creating inclusive environment .</i></p> <p><i>These functions help in developing tolerance harmony towards culture, region and linguistics and also communal social economics and other diversities. The subject Constitution of India and professional ethics is made mandatory to all UG and PG students across disciplines. Convocation ceremony is conducted every year, where the convocation address is delivered to inspire and motivate the students for future journey. Two important national festivals, Republic Day and Independent Day are celebrated every year in the college campus and . All teaching, non teaching staff and students participate for the cause of nation. The inspiring speeches are conducted Days celebrated Date</i></p> <p><i>Sadbhavana diwas, 1 Day(3rd December) Gandhi Jayanti 1 Day(2nd October) Ambedkar Jayanti 1 Day(14th April) Teachers day 1 Day(5th September) Yoga day 1 Day(21st June) Independent day 1 Day(15th August) Republic day 1 Day(26th January)</i></p> <p><i>NSS day 1 Day(24th September) Women's day 1 Day(8th March) World environmental day 1 Day (5th June) .</i></p>

7.1.9	<i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i>
Q M	<p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p><i>Provide weblink to :</i></p> <ul style="list-style-type: none"> Details of activities that inculcate values; necessary to render students into responsible citizens Any other relevant information
Ans :	<p><i>Govt. College Kharod undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. On 26th Nov Constitution day was celebrated at College. He narrated the fundamental rights, Duties, Values and responsibilities of citizens as stated in Constitution of India. He appealed to all to remember the struggle of freedom and respect the National Flag and National Anthem. Our constitution provides for human dignity, equality, Social justice, Human rights and freedom, Rule of law, equity and respect and superiority of constitution in the national life. The whole country is government on the basis of the rights and duties enshrined in the Constitution of India .</i></p>

7.1.10	<i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard</i>
Q M	<ol style="list-style-type: none"> The Code of Conduct is displayed on the website <input type="checkbox"/> There is a committee to monitor adherence to the Code of Conduct <input type="checkbox"/> Institution organizes professional ethics programmes for students, teachers, administrators and other staff <input type="checkbox"/> Annual awareness programmes on Code of Conduct are organized <input type="checkbox"/>

	<p>Options:</p> <p>A All of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> • Code of ethics policy document • Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized, reports on the various programs etc., in support of the claims. • Any other relevant information
Ans :	B Any 3 of the Above.

<p>7.1.11 Q M</p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating / organizing national and international commemorative days, events and festivals during the last five years within 500 words</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> • Annual report of the celebrations and commemorative events for the last five years • Geotagged photographs of some of the events • Any other relevant information
Ans :	<p><i>There are various types of celebrations celebrates / organizes national and international commemorative days, events and festivals are as follows:-</i></p> <p><u>National youth day</u> –<i>This day is also known as Vivekanand Jayanti, is celebrated on 12th January every year with processions, speeches, music, youth conventions, seminars, yogasanas, competitions in essay writings and sport.</i></p> <p><u>Dr. B R Ambedkar jayanti</u> :- <i>College celebrates 14th April every year. In this occasion various programs like speeches, Essay writings, rallies, society awareness programs etc. students as well as Professors.</i></p> <p><u>World labour Day</u>:- <i>College administration organizes international labour day programmes. Message to students of value of work and workers contributes to society. Rangoli programs, posters which relates labours works and there contributions. Principal delivers strong message to the students as well as whole society.</i></p> <p><u>World Environment Day</u>:- <i>It celebrates 5th June in every year with different themes with strong message viz., Seminars, poster writings and students speeches as well as Teachers.</i></p> <p><u>Gandhi Jayanti (Mahatma Day)</u>:- <i>Telecast of speech of honourable president of India in this occasion college staff and students highly interested. Various types of programs organized by college administration also. Posters and Quotations painting work programs done by students on these occasions.</i></p>

Key Indicator - 7.2 Best Practices (30)

Metric No.	
7.2.1 Q M	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> • Best practices in the Institutional web site • Any other relevant information
Ans :	<p align="center">BEST PRACTICE- I</p> <p>1. Title of the practice-I Coordination of staff during covid-19 situations for NAAC work</p> <p>2. Objective of the practice</p> <ul style="list-style-type: none"> • Continuity of our interaction among staff. • Awareness programs • Coordination and communication between various institutions • Online interactions • Immediate response towards problems arising from global pandemic <p>3. The Context A committee has been formed to monitor the interaction so that individual attention of the students is encouraged. Both students and teachers are the important participants on the occasion of various programs. It is conducted to provide opportunities to the student to plan communication gathering and execute the programs. The college focuses on unity and team building quality through coordination by the students.</p> <p>4. Practice The committee are organized to improve the quality of education. The communication committee guides and encourages students to plan and conduct evaluation on a regular basis. It is better to conduct the meeting department wise every week. The habit of reading is developed among the students. The principles of self-discipline and confidence are inculcated the students are informed of the day-to-day activities and they are regularized in their academic work.</p> <p>5. Evidence of success: The college committee offers opportunities to the students to improve communication skills and remove the stage fear. The committee supports the students to have calm and reflective mood. Creates a sense of pride in the students. It instills self-confidence. It moulds students to have friendly approach with neighbors, family member and the society also prayer a sense of togetherness is developed. Through the moral, social, and spiritual values are inculcates successfully.</p> <p>6. Programs encountered and resources required: Conducting the communication meeting on the college ground by keeping the students and staff members stand will create positive environment. Adverse climate conditions also may affect the participants. Hence make the students to energetic and create leading capacity in students life</p>

BEST PRACTICE –II

1. Title of the practice-

Healthy environment for creative work in our college campus.

2. Objective of the Practice-

- To develop research environment.
- Strongly participation in learning work
- Education with cleanliness environment.
- Proper coordination with staff to achieve that goals.

3. The context- the college administration always try to focus on the overall development including non curriculum activities like above subjects .

4. The practice- The college starting special awareness program about environment and nature regularly.

5. Evidence of success-

The college committee offers opportunities to the students to improve communication skills and remove the stage fear. The committee supports the students to have calm and reflective mood. Creates a sense of pride in the students. It instills self-confidence. It moulds students to have friendly approach with neighbors, family member and the society also prayer a sense of togetherness is developed. Through the moral, social, and spiritual values are inculcates successfully. To clean and making green environment.

6. Programs encountered and resources required-

Conducting the communication meeting on the college ground by keeping the students and staff members stand will create positive environment. Adverse climate conditions also may affect the participants. Hence make the students to energetic and create leading capacity in students life

Note:

Format for Presentation of Best Practices

1. Title of the Practice

This title should capture the key words that describe the practice.

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

4. **The Practice**

Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

5. **Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

6. **Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

7. **Notes (Optional)**

Please add any other information that may be relevant for adopting/implementing the Best Practice in other Institutions (in about 150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.	
7.3.1	<i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</i>
Q M	Provide weblink to: <ul style="list-style-type: none">• Appropriate web in the Institutional website• Any other relevant information
Ans :	“IF DAUGHTER EDUCATED IT IS EQUIVALENT TO AN EDUCATIONAL INSTITUTION” Backward Area of Janjgir - Champa Blocks and surroundings District like Bal odabazar. Motivating Parents for encouraging their daughters to pursue primary to higher education. It is very much importance in the overall progress and development of the institution. With this view our college has its own mission statement accordingly we always try to function uniquely, innovatively and distinctively from the other institutions. As far as our Mission and Vision is concerned. College always try to implement the distinctiveness in the work. Our college has a large number of students from the surrounding villages. The number of girl students is more in number. Most of the students from rural areas & poor background, but they are not poor in talent, knowledge and humility. Our college staff identify their talent and encourage them as per our mission statement. Our aim is to bring the girl students into the mainstream of higher education’. This institution was established on the year 1965. The main

aim was to provide an opportunity to the rural students of this area especially the rural girl students to pursue the higher education for their development and progress of the family. Through the NSS, Other cultural scheme the girl student get a stage and dais to develop their academic as well as professional, cultural, social consciousness, alertness, responsiveness. Student welfare offers the mt he schemes to earn their own by participating in earn and learn scheme to fulfill the partial fees of the education and they can stand on their own independently. The college organizes the women empowerment programs for making them confident enough to struggle the battle of life. Various eminent woman personalities are being invited for the guidance on several issues. Special health related Seminars, workshop were organized and health check up camps has been organized to find out the health issues and provided them with Government and private hospital help in the form of consultancy and expenditure.

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution

with seal:

Place:

Date:

Section C Appendices

1. *Appendix 1: Glossary & Notes*
2. *Appendix 2: Abbreviations*
3. *Appendix 3: Guidelines for Institutions to opt out
'Non Applicable Metrics'*
4. *Appendix 4: Optional Metrics for 'Affiliated/ Constituent
Colleges'*

Appendix 1: Glossary & Notes

GLOSSARY

- Academic Audit** : An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged
- Academic Calendar** : The schedule of the institution for the academic year, giving details of all academic and administrative events
- Academic Flexibility** : Choice offered to the students in the curriculum offering and the curriculum transactions.
- Accreditation** : Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
- Advanced Learners Assessment** : Students who perform very much better than the class averages
- Assessors** : Performance evaluation of an institution or its units based on certain established criteria
- Assessors** : Trained academics or experts who represent NAAC on peer teams.
- Attainment of Course Outcomes (COs)** : COs are to be attained by all students at the end of a formal course. While the method of computation of attainment of COs is not unique, each institution has to follow a well-defined direct method of computing CO attainment based on the student performance in all assessment instruments, and indirect method of computing COs through course exit survey of students
- Benchmarks** : An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others.
- Bibliometrics** : is a statistical analysis of written publications, such as books or articles
- Blended Learning** : A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
- Bridge Course** : A teaching module which helps to close the gap between two levels of competence.
- Carbon Neutral** : A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere
- Catering to Student Diversity** : The strategies adopted by institution to fulfill the needs of a heterogeneous group of students.
- CEC (Under Graduate)** : Career Education Centre
- Choice Based Credit System (CBCS)** : A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
- Citation Index** : The number of times a research paper is referred to by other researchers in refereed journals, and is a measure of validity of its contents.
- Co-Curricular Activities** : Activities, which support the curriculums such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
- Collaboration** : Formal agreement / understanding between any two or more institutions for training, research, student / faculty exchange or extension support.

Completion Rates(course/)	: The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Constituencies	: All the academic, administrative and support units of the institution
Counseling	: Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making
Course	: A course is a unit of 2 to 6 credits in a formal program. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Program BA Economics; Course: Kerala Economy; Credits: 301
Course Outcomes (COs)	: COs are statements that describe what students should be able to do at the end of a course. They can be 6±2 for courses with 2 to 4 credits, and 8±2 for courses with 5 to 6 credits. (examples are given in the "Notes")
Course Outlines	: List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
Course Schedule	: Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session
Credit	: A credit system is a systematic way of describing an educational programme by attaching credits to its components. University Grants Commission defines one credit as 1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
Criteria	: Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC
Gross Cutting Issues	: Gross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
Curriculum Design and Development	: Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of Accreditation	: An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on
Dare Database - International Social Sciences Directory	: Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
Demand Ratio	: The ratio of the number of seats available in a program/institute to the number of valid applications
Dual degree	: Pursuing two different university degrees in parallel, either at the same institution or at different institutions (so netimes in different countries), completing the minimum less time than it would take to earn them separately.

- EBSCO host** : Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
- Eco system for Innovations** : Eco system for innovation comprises of material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the institutional entities to promote the development of products and systems that are likely to have significant economic value.
- E-learning Resources** : Learning resources available on Internet
- e- PG Pathshala** : High quality, curriculum based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD under its National Mission on Education through ICT (NMEICT) Mission <http://epgpinflibnet.ac.in/>
- e- Shodhganga** : Shodhganga@NFLIBNET provides a platform for research students to deposit their Ph D theses and make it available to the entire scholarly community in open access.
- e- ShodhSi ndhu** : e-Shodh Si ndhu (<https://www.inflibnet.ac.in/ess>) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions.
- Elective Courses** : A choice available to students to select from among a large number of subjects.
- Emerging Areas** : New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
- Enrichment Courses** : Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
- Evaluation Process and Reforms** : Assessment of learning teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system
- Examination Management System** : Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
- Experiential Learning** : Is a process of learning through experience and is more specifically defined as "learning through reflection on doing".
- Extension Activities** : The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help serve reflect and learn. The curriculum extension interface has educational values, especially in rural India.
- Faculty Development Program** : Programs aimed at updating the knowledge and pedagogical skills of faculty.
- Feedback** : For native and evaluative comments given by tutors on the performance of individual learners.

Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.

Response from students, academic peers and employers for review and design of curriculum

- Field Project** : For final projects students need to undertake that involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places
- Financial Management Flexibility** : Budgeting and optimum utilization of financial resources.
- Functional MoUs** : A mechanism through which students have wider choices of Programmes to choose from as well as, multiple entry and exit points for Programmes /courses.
- Full Time Teachers** : Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
- Gender Audit** : A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
- Graduate Attributes** : A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.
- Green Audit** : The disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.
- Grievance Redressal** : The process of assessing the environmental impact of an organization, process, project, product, etc
- Human Resource Management** : Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.
- Hirsch Index (Hirsch Index)** : An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
- Humanities International Complete** : The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback
- ICT** : A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
- Impact factor (IF)** : Information and Communication Technology Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
- Impact factor (IF)** : A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication

Inclusion Inclusiveness	: Inclusiveness in educational institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled
INFLIBNET Database	: Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	: Physical facilities like building, play fields, hostels etc. which help run an institutional Programme.
Institutional Information for Quality Assessment (IIQA)	: IIQA is a requirement, which needs to be submitted online by all categories of HEIs
Institutional Distinctiveness	: Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
Institutional Social Responsibility (ISR)	: Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship
Interdisciplinary research	: An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle
Internal Quality Assurance Cell (IQAC)	: For every Internal Quality Assurance Cell (IQAC) is to be established in every accredited institution as a post-accreditation quality sustenance measure. http://www.naac.gov.in/IQAC.asp
Internal Quality Assurance System (IQAS)	: Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
Internship	: A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
ISO Certification	: ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The institution is able to provide right services. ISO certification enhances functional efficiency of an organization
Leadership	: Term used for setting direction and create a student-focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
Learning Management Systems	: A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
Learning Outcomes	: Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
Library as a Learning Resource	: The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanisms which enable the students to acquire information, knowledge and skills required for their study.

Levels of Outcomes	: ➤ Programme Outcomes: POs are statements that describe what the students graduating from many of the educational Programmes should be able to do.
	➤ Programme Specific Outcomes: PSO's are statements that describe what the graduates of a specific educational Programme should be able to do.
	➤ Course Outcomes: COs are statements that describe what students should be able to do at the end of a course
New Technologies	: Digital tools and resources (hardware and software) and their application in the field of education.
NIRF	: National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank institutions across the country. The parameters and sub-parameters associated with this mechanism are evolving from year to year. https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf
N-LIST	: N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". http://nlist.inflibnet.ac.in/faq.php
OBE: Outcome Based Education	: OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience
Open Educational Resources	: Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
Optimum Utilization of Infrastructure	: The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programmes.
Organogram	: Organogram is the word a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/job. It is also known as Organisational Structure.
Outcome	: An outcome of an educational Programme is what the student should be able to do at the end of a Programme / course / instructional unit.
Outreach Activities	: Is the practice of conducting local public awareness activities through targeted community interaction
Participative Learning	: Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
Participative Management	: Refers to an open form of management where employees are actively involved in the institution's decision making process.
Perspective Development	: Is a blue print regarding the objectives and targets of long term growth
Physical Facilities	: Infrastructure facilities of the institution to run the educational Programmes efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution
Policy for Promotion of Research	: Processes defined by the institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the

- research done.
- Pre-qualifiers** : For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q. Mafter undergoing DVV process. As a Pre-qualifier, the institution should score at least 30% in Quantitative Metrics (QM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the II QA and its fees.
- Problem Based Learning (PBL)** : Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
- Programme** : A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC.
- Programme Options** : A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
- Programme Outcomes** : Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
- Promotion of Research and Research Support System** : The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other facilities.
- Remedial Courses** : Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
- Research** : Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
- Research Grant** : Grant generated/ received from different agencies by the institution for conducting research projects.
- Research Output** : Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
- Resource Mobilization** : Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
- SCOPUS** : The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
- Seed money for Research** : Funds provided to a teacher or a group of teachers by the institution to get the research initiated to facilitate the preparation of formal research proposal for funding.
- Situatedness** : Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings.
- SJR (Scimago Journal Rank)** : This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a

	: citation network (Journals in SCOPUS database).
Slow Learners	: Students who perform very much below the class averages
SNIP (Source Normalized Impact per Person)	: Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
Stakeholder Relationship	: Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization
Strategic Plan	: A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Strategy Development	: Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student Centric Methods	: Methods of instruction that focus on products of learning by the students
Student Profile	: The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural / urban
Student Progression	: Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
Student Support	: Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
SWAYAM	: SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz, access, equity and quality. https://swayam.gov.in/
Teacher Quality	: A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
Twinning Programmes	: An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A
Value Added Courses	: Courses of varying durations which are optional, and offered outside the curriculum that add value and helping the students in getting placed

NOTES

It is considered necessary to provide some exemplars for the different levels of learning outcomes at higher education level. While no agency has defined the POs of General Higher Education three year programme in India, POs of all professional Programmes in engineering and other areas are identified at the national level by the concerned accrediting agency. Given below is set of POs of an engineering Programme identified by National Board of Accreditation (NBA). In respect of PSOs and COs, examples from science and social science disciplines are given. These are not comprehensive or exhaustive. But, they point out the manner in which these outcomes can be stated for any educational Programme/course. In case the HEI has these already stated, they may be submitted; however, if at any of these three levels outcomes are not listed, they may be developed and uploaded in Institutional website.

Sample for

Credits 1 Theory period of one hour per week over a semester
 1 Tutorial period of one hour per week over a semester
 1 Practical period of two hour per week over a semester

ISO Certification ISO 9001:2015 implementations help to manage the resources effectively, as you will be able to utilise all your resources to its maximum extent. Once the institution obtains ISO 9001 certificate it creates path to improve the processes continually.

Programme Outcomes For Every degree Programme broad expectations should be listed by the University. Examples are given below from NBA for an Engineering Degree Programme.

- PO1. **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- PO2. **Problem analysis:** Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- PO3. **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

- PO4. **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- PO6. **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- PO7. **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO8. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- PO9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- PO10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- PO11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team to manage projects

and in multidisciplinary environments.

PO12. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

POs of General Higher Education Programmes should be identified by the University/ Autonomous College offering the three year Programmes

Sample POs of General Higher Education Programmes: Students of all undergraduate general degree Programmes at the time of graduation will be able to

PO1. **Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. **Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. **Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. **Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. **Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for the m

PO6. **Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

PO7. **Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Programme Specific Outcomes

Sample PSOs of BSc Zoology

- PSO1. Understand the nature and basic concepts of cell biology, Biochemistry, Taxonomy and ecology.
- PSO2. Analyse the relationships among animals, plants and microbes
- PSO3. Perform procedures as per laboratory standards in the areas of Biochemistry, Bioinformatics, Taxonomy, Economic Zoology and Ecology
- PSO4. Understand the applications of biological sciences in Apiculture, Aquaculture, Agriculture and Medicine

Sample PSOs of BA Economics

- PSO1: Understand the behaviour of Indian and World economy,
- PSO2: Analyse macroeconomic policies including fiscal and monetary policies of India
- PSO3: Determine economic variables including inflation, unemployment, poverty, GDP, Balance of Payments using statistical methods
- PSO4: Understand the behaviour of financial and money markets and perform cost-benefit analysis for making investment decisions

Course Outcomes

Sample COs of the course “Animal Diversity – Non Chordata”

- CO1 Describe general taxonomic rules on animal classification
- CO2 Classify Protista up to phylum using examples from parasitic adaptation
- CO3 Classify Phylum Porifera with taxonomic keys
- CO4 Describe the phylum Coelenterata and its polymorphism
- CO5 Write down the life history of Fasciola and its

classification

- CO6 Describe Phylum Nematoda and give examples of pathogenic Nematodes
- CO7 Identify the characters of Phylum Annelida with its classification
- CO8 Write down the classification and characteristics of Phylum Arthropoda
- CO9 Identify the given Mollusca with respect to economic importance
- CO10 Write down the classification and characteristics of Phylum Echinodermata, Phylum Hemichordata and minor phylas

Appendix 2: Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
ACM	-	Associates of Computing Machinery
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
BoS	-	Board of Studies
BCUD	-	Board of College and University Development
CAL	-	Computer Aided Learning
CAS	-	Center for Advanced Studies
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CDC	-	College Development Council
CEC	-	Consortium for Educational Communication
CGPA	-	Cumulative Grade Point Average
Cr	-	Criteria
Cr- GPA(s)	-	Criterion-wise Grade Point Average(s)
COHSSIP	-	Committee for Humanities and Social Science Improvement Programme
COSIP	-	Committee for Science Improvement Programme
COSIST	-	Committee for Strengthening of Infrastructure Improvement Programme in Science and Technology
CSA	-	Centre for Social Action
CSIR	-	Council of Scientific and Industrial Research
CPE	-	Colleges with Potential for Excellence
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DRS	-	Departmental Research Support of UGC
DSA	-	Departmental Special Assistance of UGC
DST	-	Department of Science and Technology
EMRC	-	Educational Multimedia Research Centre
FIST	-	Fund for the Improvement of Science and Technology Infrastructure
GATE	-	Graduate Aptitude Test in Engineering
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Admission Test
GRE	-	Graduate Record Examination
IAS	-	Indian Administrative Services
ICHR	-	Indian Council of Historical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology
IEEE	-	Institute of Electrical and Electronic Engineers
IIQA	-	Institutional Information for Quality Assessment

IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPR	-	Intellectual Property Rights
ISR	-	Institutional Social Responsibility
IUC	-	Inter University Centre
KI	-	Key Indicator
KI- GP(s)	-	Key Indicator- wise Grade Point(s)
MHRD	-	Ministry of Human Resource and Development
MoC	-	Memorandum of Contract
MoU	-	Memorandum of Understanding
MR	-	Minimum Institutional Requirements
MS	-	Management Information System
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy Education
NPTEL	-	National Programmed Teaching Enhanced Learning
OMR	-	Optical Mark Recognition
OPAC	-	Online Public Access Catalogue
PTR	-	Peer Team Report
QAA	-	Quality Assurance Agency
SAP	-	Special Assistance Programme
SET/SLET	-	State Level Eligibility Test
SJR	-	SCImago Journal Rank
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SNP	-	Source Normalized Impact per Paper
SSR	-	Self-Study Report
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEI	-	Teacher Education Institution
TOEFL	-	Test of English as a Foreign Language
UGC	-	University Grants Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNO	-	United Nations Organization
UNICEF	-	United Nations Children Educational Foundation
UNDP	-	United Nations Development Programme
USIC	-	University Science Instrumentation Centre
W-Fi	-	Wireless Fidelity
YRC	-	Youth Red Cross

Appendix 3



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BANGALURU

Revised Accreditation Framework

Guidelines for Institutions to opt out 'Non Applicable Metrics'

NAAC is continuously considering feedback from stakeholders about Revised Accreditation Framework (RAF). While inclusion of a variety of metrics in Quality Indicator Framework (QIF), it is necessary to keep in mind the broad canvas of best practices in maintaining quality, making all of the mandatory to the institutions is not a feasible approach.

The competent authority of NAAC on the basis of recommendations of Core Working Group (CWG) in consultation with the statistical experts has approved the provision to institutes to opt out some of the metrics which may not be applicable to them for various reasons.

Following are the rules for non applicable metrics:

- a) Maximum weightage of metrics that can be opted out shouldn't exceed 30 weightage (up to 3%).
- b) Metrics with maximum of total 10 weightage per criteria can be opted out.
- c) Criteria 1, 2 and 7 are essential. No metrics can be opted out.
- d) Metrics identified as optional can only be opted out (list of optional metrics are enclosed).
- e) Qualitative metrics cannot be opted out.

The optional metrics across 4 criteria have been identified for Affiliated/constituent colleges (Appendix 4) which can only be opted out. The calculation of Cumulative Grade Point Average (CGPA) of Higher Education Institutions (HEIs) will be done excluding the 3% metrics as opted out by the HEIs. This decision is aimed at helping HEIs as they will not be assessed on metrics not applicable to them.

Appendix 4: Optional Metrics for ‘Affiliated/ Constituent Colleges’ - PG

S. No.	Metric No.	Metric
1.	3.1.2 Q _h M	Percentage of teachers recognized as research guides (latest completed academic year) (5)
2.	3.2.2 Q _h M	Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years (5)
3.	3.3.1 Q _h M	Number of Ph.Ds registered per eligible teacher during the last five years (5)
4.	3.4.2 Q _h M	Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years (10)
5.	3.5.2 Q _h M	Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years (10)
6.	4.1.4 Q _h M	Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs) (10)
7.	4.4.1 Q _h M	Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in lakhs) (10)
8.	5.1.2 Q _h M	Average percentage of students benefitted by scholarships, freships, etc. provided by the institution and non-government during the last five years (5)
9.	5.2.1 Q _h M	Average percentage of placement of outgoing students during the last five years (10)
10.	5.2.2 Q _h M	Average percentage of students progressing to higher education during the last five years (10)
11.	5.2.3 Q _h M	Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/ State government examinations, etc.) (5)

12.	5.4.2 Q_n M	<p><i>Alumni contribution during the last five years (INR in lakhs)</i></p> <p><i>Options:</i></p> <p><i>A ≥ 5 Lakhs</i> <i>B 4 Lakhs - 5 Lakhs</i> <i>C 3 Lakhs - 4 Lakhs</i> <i>D 1 Lakhs - 3 Lakhs</i> <i>E <1 Lakhs</i></p> <p style="text-align: right;">} <i>Opt One</i></p> <p style="text-align: right;">(5)</p>
13.	6.2.3 Q_n M	<p><i>Implementation of e-governance in areas of operation</i></p> <p style="text-align: center;">1. <i>Administration</i> 2. <i>Finance and Accounts</i> 3. <i>Student Admission and Support</i> 4. <i>Examination</i></p> <p><i>Options:</i></p> <p>A All of the above B Any 3 of the above C Any 2 of the above D Any 1 of the above E None of the above</p> <p style="text-align: right;">(4)</p>
14.	6.3.3 Q_n M	<p><i>Average number of professional development / administrative training programs organized by the institution for teaching and non teaching staff during the last five years</i> (5)</p>
15.	6.4.2 Q_n M	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</i> (8)</p>

Optional Metrics for 'Affiliated/ Constituent Colleges' - UG

S. No.	Metric No.	Metric
16.	3.1.2 Q _h M	<i>Percentage of departments having Research projects funded by government and non government agencies during the last five years</i> (5)
17.	3.1.3 Q _h M	<i>Number of Seminars/conferences/works hops conducted by the institution during the last five years</i> (5)
18.	3.3.2 Q _h M	<i>Number of awards and recognitions received for extension activities from government / government recognised bodies during the last five years</i> (10)
19.	3.4.2 Q _h M	<i>Number of functional Mo Us with national and international institutions, universities, industries, corporate houses etc. during the last five years</i> (10)
20.	4.1.4 Q _h M	<i>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</i> (10)
21.	4.4.1 Q _h M	<i>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in lakhs)</i> (10)
22.	5.1.2 Q _h M	<i>Average percentage of students benefitted by scholarships, freships, etc. provided by the institution besides government during the last five years</i> (05) <i>Average percentage of students benefitted by scholarships, freships etc. provided by the institution/ non- government agencies during the last five years</i>
23.	5.2.1 Q _h M	<i>Average percentage of placement of outgoing students during the last five years</i> (10)
24.	5.2.2 Q _h M	<i>Average percentage of students progressing to higher education during the last five years</i> (15)

25.	5.23 Q _n M	<i>Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: JAM GATE/ CLAT/ GMAT/ CAT/ GRE/ TOEFL/ G vil Services/ State government examinations, etc.) (05)</i>						
26.	5.42 Q _n M	<p><i>Alumni contribution during the last five years (INR in lakhs)</i></p> <p><i>Options:</i></p> <table style="border: none;"> <tr> <td style="padding-right: 10px;"><i>A ≥ 5 Lakhs</i></td> <td rowspan="4" style="font-size: 3em; padding: 0 10px;">}</td> <td rowspan="4" style="vertical-align: middle;"><i>Opt One</i></td> </tr> <tr> <td><i>B 4 Lakhs – 5 Lakhs</i></td> </tr> <tr> <td><i>A 3 Lakhs - 4 Lakhs</i></td> </tr> <tr> <td><i>B 1 Lakhs - 3 Lakhs</i></td> </tr> </table> <p><i>E <1 Lakhs</i></p> <p style="text-align: right;">(5)</p>	<i>A ≥ 5 Lakhs</i>	}	<i>Opt One</i>	<i>B 4 Lakhs – 5 Lakhs</i>	<i>A 3 Lakhs - 4 Lakhs</i>	<i>B 1 Lakhs - 3 Lakhs</i>
<i>A ≥ 5 Lakhs</i>	}	<i>Opt One</i>						
<i>B 4 Lakhs – 5 Lakhs</i>								
<i>A 3 Lakhs - 4 Lakhs</i>								
<i>B 1 Lakhs - 3 Lakhs</i>								
27.	6.23 Q _n M	<p><i>Implementation of e-governance in areas of operation</i></p> <ol style="list-style-type: none"> <i>1 Administration</i> <i>2 Finance and Accounts</i> <i>3 Student Admission and Support</i> <i>4 Examination</i> <p><i>Options:</i></p> <p>A All of the above</p> <p>B Any 3 of the above</p> <p>C Any 2 of the above</p> <p>D Any 1 of the above</p> <p>E None of the above</p> <p style="text-align: right;">(4)</p>						
28.	6.33 Q _n M	<i>Average number of professional development / administrative training programs organized by the institution for teaching and non teaching staff during the last five years (5)</i>						
29.	6.42 Q _n M	<i>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (8)</i>						

For Communication with NAAC

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