



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**RAJEEV GANDHI GOVERNMENT POST GRADUATE
COLLEGE AMBIKAPUR CHHATTISGARH**

**MANENDRAGARH ROAD, AMBIKAPUR, DIST. SURGUJA
497001**

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

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajeev Gandhi Govt. PG Autonomous College, Ambikapur has a glorious history of over six decades as a higher education institution. It is the college with the largest strength intake in the Surguja Sambhag (division) of Chhattisgarh and one of the largest in the entire state. It is worth mentioning that this co-ed institution is located in the predominantly tribal region of this state, and naturally is dedicated to catering to the educational needs of this area excellently.

This institution was established on the 6th of July, 1960 in Kumar Palace at Ambikapur with degree-level programs in the three faculties – Arts, Sciences, and Commerce. The affiliating university of the college was Guru Ghasidas University, Bilaspur. Since 2008, this college has been affiliated to Sant Gahira Guru Vishwavidyalaya, Ambikapur (Surguja). The UG program in Law was started in 1973. After having completed twelve years of service in higher education for this predominantly tribal region of the state of Madhya Pradesh, this college was shifted in 1970 to its government building and was granted to the state as a Post Graduate College in 1972 with PG programs in Hindi, English, History, Political Science, Sociology, Economics, Geography, Chemistry, Botany, Zoology, Mathematics, and Commerce. On the way to its dedicated journey as a productively excellent institution of higher education, the college added some other programs to its academic functioning and its responsibilities. At present, besides the above-mentioned programs, this college offers UG programs in Geology, and UG and PG programs in Anthropology, Psychology, Law, and Computer Application. UG and PG programs in Computer Science are also available here, and the students can do a Diploma Course in Computer Application. Keeping in mind the fruitfulness of the course's short duration, different teaching departments of this college have introduced employment-oriented VACs (Value Added Courses) for the students.

This college gives value to research work. The affiliating university has recognized fifteen teaching departments of this college as Research Centers for Ph.D degrees.

We are an Autonomous College under the UGC Scheme of autonomy for colleges since 1995. The UGC granted the status of autonomy for this college from 1995 till 2020-21 only for PG programs, and since 2021-22 this college has been fully Autonomous.

This college aims to cater to the higher education needs of the students who hail mostly from the marginalized sections of society and would turn them into academically equipped better citizens capable of contributing constructively towards the achievement of national socio-economic goals and the cherished value of secularism, national harmony, and environmental protection- conservation. Our Institutional Objective is to equip the learners with quality education in such a way that they can cope with the challenges and demands of the contemporary global society. The guiding principle of this college is to seek academic excellence by effectively conducting curricular and co-curricular activities to achieve the goal of all-round development of our learners' personalities.

Vision

Rajeev Gandhi Govt. P.G Autonomous College Ambikapur firmly believes in education as a means of

emancipation operating at multiple levels of life and day-to-day living. In other words, education equips human beings with the required abilities to rise above the limitations and deprivation of life which may be economic, social, psychological, and spiritual. As such, we as an institution of higher education, have a clear vision of being and becoming remaining a committed place of

- Learning discovering creating and trying to make the world even better.
- Accelerating our qualitative progress as a multi-faculty Autonomous College.
- Empowering our students to fulfill their academic, professional, and skill-related aspirations is an institutional environment that is inclusive, diverse, and welcoming for all students, faculty, and staff.
- Strengthening support for dedicated teachers who have a passion for teaching mentoring and research.
- Creating interdisciplinary connections among the different branches of knowledge sciences humanities and social sciences.

Mission

- **Outcome-based education:**

To develop and pursue dynamic and flexible outcome-based curricula with the right mix of academic, professional, ethical societal, and environmental concerns.

- **Infrastructure and intellectual asserts:**

To keep on strengthening the pedagogical tools and knowledge base of our academic stakeholders through continuous upgradation of infrastructure and institutional intellectual assets.

- **Research and innovation:**

To create an atmosphere of intellectual excitement, research innovation, and instill in the student's mind ability and desire to be lifelong learners.

- **Holistic development:**

To promote co-curricular and extracurricular, in combination with other value-added activities, to ensure the holistic development of our students for employability entrepreneurship, higher education, and service to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A Fully Autonomous College under the UGC scheme of autonomy for colleges.
- A co-ed multi-faculty College.
- CBCS at both the UG and PG levels.
- Research centers for Ph. D degree in the subject of Arts, science and commerce.

- New education policy 2020 (NEP2020) has been adopted.
- Actively Functional IQAC.
- Sound Infrastructure.
- Strict adherence to academic calendar.
- Efficient and research-oriented teachers.
- Provision of funds for research to regular teachers.

Institutional Weakness

- Some posts of regular teachers are vacant.
- Inadequate laboratories.
- Inappropriate teacher-student ratio.
- Poor English communication skills of the student as they come largely from rural and semi-rural backgrounds.
- Inappropriate student computer ratio lack of sufficient corporate visits for campus recruitment Programs.

Institutional Opportunity

- Development of a strong research culture in the college.
- Preparing the students for competing at and qualifying different competitive exams.
- Through the above, being able to change the economic condition of this tribal dominated region.
- Improvement of the teaching learning infrastructure with the financial aid under the PMRUSA scheme of the Govt. of India.
- Generation of funds from consultative interaction with industry.

Institutional Challenge

- Highly skewed student teacher ratio.
- Highly skewed computer student ratio.
- Poor English Communication skills of the students.
- Weak research orientation of the students.
- Lack of funding from UGC.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an autonomous institution of the highest education, this college designs the outcome-based syllabi of the UG and PG courses and programs taught here. The curricula developed by the different Boards of studies have multiple relevance and come under regular periodic revision and updation resulting in their being more and more useful in terms of content richness and relevance. Employment-oriented and Skill-based courses are an integral part of our curricular performance. All the Boards of Studies take care of updating their respective curricular contents when they design them. Relevance, cross-cutting issues, and skill development get their due

and proper academic attention. The curricular contents of the VACs running here are also framed by the college faculty.

Teaching-learning and Evaluation

The College abides by all the rules, regulations, and policies laid down by the UGC and the C.G. state govt. Reservations, qualifications, and eligibility criteria at the time of giving admissions in the various Courses and programs that are taught here. The admission is processed online with due level of transparency and adherence to timeframes.

The faculty members adopt student-centric participatory teaching methods ie. class seminars, peer teaching, and group discussion. The problem-solving technique is also adopted.

The learning capacity of the students is assessed through comprehension-based questions by the teachers concerned in the beginning and slow learners are given extra academic attention by them through remedial extra classes. They are also encouraged to consult the respective faculty members to come into the mainstream of their class Course-programme levels.

This college has around 80 full-time faculty members against the sanctioned strength

of 80 (13 professors and 67 assistant professors) out of them around 30 have Ph.D. The vacant teaching positions are filled up by guest faculties having UGC-prescribed norms of academic qualifications. The teachers use, as per requirements, Information Technology (IT) in their teaching work. The different departments of this college value outcome-based delivery of their curricular contents to their students. Course and program outcomes are prepared by the teachers and will publicized among the students, and are measured for their achievement by the teachers. Feedbacks from them are taken and analyzed with due process for taking proper actions regarding them.

The outcomes of the students are assessed through internal and semester-end examinations. The students have to appear for two tests, 01 seminar, and one assignment, and attempt a tier question pattern. They have to pass internal and semester-end exams separately.

Research, Innovations and Extension

This institution has a well-defined policy for the promotion of research which is displayed on the college website. The college has a Research & Development Committee which is responsible for making policies regarding research and monitoring the ongoing research activities. The College has started the practice of funding research work by its faculty members. Seed money is given for this purpose. Some of the teachers have availed of this funding facility of the college. Funds are also given for organizing research seminars and workshops. Around 16 PG departments of the college are Research Centers for Ph. D. In semester IV of each PG program under the Choice Based Credit System (CBCS) dissertation writing is done by the students under the supervision of the department teachers. The departments organize pre-submission presentations as well as post-submission viva voce examinations. More than 20% of our faculty members are recognized guides for supervising research work for Ph.D. degrees. The college has adopted the New Education Policy 2020 since the academic session 2022-23 and is committed to its spirit of promotion of a sound and vibrant research ecosystem in the institution.

There are 205 research papers published in reputed journals, 45 book chapters, 21 books in the credit of the faculty member for the last five years. The students have also published 12 Research papers in reputed journals.

The Institution has been sanctioning a minor research projects grant of Rs. 1,00,000 and conducting national levels seminars and works shop of 70,000 and 1,00,000 for an international seminar for selected departments by inviting the proposal and then screened by the research advisory committee. The project submitted by faculty members called for a PowerPoint presentation under an expert committee headed by the principal subject expert committee.

This college has two National Service Scheme (NSS) units - one for the boys and the other for the girl students enrolled here. Both the units actively organize extension programs and activities for the all-round development of the student volunteers. Besides, PG I semester students conduct a Social Outreach Programme Compulsory.

Infrastructure and Learning Resources

This college has 28 spacious well cross-ventilated classrooms equipped with green boards/blackboards, lecture stands, and adequate seating facilities for the students. There are 05 Classrooms with smart boards and 10 classrooms with attractive pannels high high-standard IT facilities for teaching and learning. Besides, the college has a computer lab with a sufficient number of PCs with internet connectivity which serves the needs of BCA, DCA, and PGDCA students. Almost all the teaching departments have PCs with online facilities. We have an automated central library with more than one lac books of different categories like reference books and textbooks necessary for the various subjects taught here. The college regularly subscribes to the N-LIST facilities of the INFLIENET which provides a vast corpus of e-resources for the academic enrichment of the teachers and learners. The college has a large and spacious campus which serves the purpose of adequate facilities for sports like indoor and outdoor games. Among them, the handball ground, basketball ground, hockey stadium, football and cricket ground, volleyball court, and taekwondo hall are worth mentioning for their good utility value for the students. The institution has a large auditorium which is utilized for academic and cultural activities. The college has a hostel for boys. We have adequate clean water facilities for the students and staff members. The power supply is uninterrupted as it is backed up with a generator as well solar power plant of 10 KV capacity

Student Support and Progression

This college has a well-functioning mechanism to provide proper assistance to newly admitted students as well as those seeking admission to its various courses and programs. All the necessary information regarding the admission procedure, available seats for different categories, admission committees, fee counters, and requisite fees are mentioned in the college prospectus and displayed on the college website. At the beginning of the session, the college organizes induction programs to get the students acquainted with the courses/programs, scheme of exams, and various facilities and amenities available for them. Through these programs, they get vital information about how they can get opportunities for meaningful learning experiences and their holistic development in this institution. The College Incubation Center, Career Guidance, and Counseling Cell organize workshops and training programs to help the students know about job opportunities, how to prepare for

different jobs, and where to get study materials. The placement cell invites recruiting agencies through which some students get job placements of levels and pay packages. The needy students with learning problems may directly approach the departments concerned of the College with their queries/problems to get them sorted out by the teachers who properly redress their grievances and provide effective remedies. The SC/ST/ OBC (non-creamy layer) and minorities benefit from the state /central Govt. scholarship schemes. The needy students who do not get any scholarship can apply for fee concession which is sanctioned from the poor boys fund of the college. Slow learners are identified and given extra academic care through remedial classes to bring them into the mainstream of the courses/programs and compete with the advanced learners. Advanced learners get the KEC platform to satisfy their advanced levels of academic curiosity. The College has its Coaching Centre for Competitive Exams which coaches the student-aspirants for NET/SET/ PSC / Civil services examinations. The students have proper avenues for academic progression from UG to PG levels.

Governance, Leadership and Management

The Internal Quality Assurance (IQAC) of this College manages and monitors the functioning regarding academic and infrastructural quality of the institution with utmost sincerity and accountability. The college has a decentralized form of governance system which assures the quality of educational provisions in the college. Under the overall administrative headship of the principal, different committees and cells consisting of teachers from different departments coordinate and conduct various activities and events. Admission Committees, discipline committee, purchase committee, anti- ragging committee, women's cell, grievances redressal committee, environment committee and some others perform their respective functions with due diligence and commitment. These are establishment and accounts sections in the College under the charge of the head clerk and accountant. The registrar of the College performs his administrative functions assigned to him under the C.G. Govt. rules. This College believes in result-oriented and productive governance and leadership. For the improvement of the work efficiency of the teaching and non-teaching staff, effective programmes are organized. Faculty development programmes for the teachers and establishment of accounts-related training programmes for the non-teaching staff are organized to enrich them and enhance their work efficiencies.

Institutional Values and Best Practices

This College is spread over 42.99 acres of land in the heart of the town, of Ambikapur. The campus is clean and green. It strictly follows the policy of a plastic-free campus. It has a beautiful garden planted with different trees and flower plants. Cleanliness and greenery are the twin hallmarks of our College premises. Waste management is systematic and as per Govt. rules and regulations.

The College has adopted two best practices. These are: 1. Centre of Coaching for Competitive Examinations, and, 2. Mentoring the students for self-employment. Both these best practices have been adopted to boost the gainful job prospects of our students. The dedicated faculty members take all the necessary steps to keep these two best practices functional at the optimum level of satisfaction.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJEEV GANDHI GOVERNMENT POST GRADUATE COLLEGE AMBIKAPUR CHHATTISGARH
Address	MANENDRAGARH ROAD, AMBIKAPUR, DIST. SURGUJA
City	AMBIKAPUR
State	Chhattisgarh
Pin	497001
Website	https://www.rgpgcapur.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	RIJWAN ULLA	07774-230921	9425582745	07774-230921	rgpg.apur1960@gmail.com
IQAC / CIQA coordinator	ANIL KUMAR SINHA	-	9826305014	-	anilambk1369@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

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Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	09-07-1960
Date of grant of 'Autonomy' to the College by UGC	17-03-1989

University to which the college is affiliated

State	University name	Document
Chhattisgarh	Sant Gahira Guru Vishwavidyalaya Sarguja	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-07-1972	View Document
12B of UGC	06-07-1972	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	09-05-2024	24	for BCA program with intake of sixty students
BCI	View Document	13-12-2023	12	for LLB program with intake of two sections of sixty students in each section

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MANENDRAGARH ROAD, AMBIKAPUR, DIST. SURGUJA	Urban	41.57	5568

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics, SEMESTER NEP	36	Higher Secondary	English,Hindi	490	433
UG	BSc,Chemistry,SEMESTER NEP	36	Higher Secondary	English,Hindi	940	752
UG	BSc,Botany, SEMESTER NEP	36	Higher Secondary	English,Hindi	651	609
UG	BSc,Zoology ,SEMESTER NEP	36	Higher Secondary	English,Hindi	600	564
UG	BSc,Mathematics,SEMESTER NEP	36	Higher Secondary	English,Hindi	522	449
UG	BSc,Geology ,SEMESTER NEP	36	Higher Secondary	English,Hindi	90	72
UG	BSc,Electronics,SEMESTER NEP	36	Higher Secondary	English,Hindi	60	45
UG	BSc,Computer Science,SEMESTER NEP	36	Higher Secondary	English,Hindi	180	165
UG	BA,Hindi,SEMESTER NEP	36	Higher Secondary	Hindi	510	409
UG	BA,English,SEMESTER NEP	36	Higher Secondary	English	90	62
UG	BA,History,SEMESTER NEP	36	Higher Secondary	English,Hindi	900	812
UG	BA,Political	36	Higher	English,Hindi	1200	1184

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	Science,SEM ESTER NEP		Secondary	i		
UG	BA,Sociolog y,SEMESTE R NEP	36	Higher Secondary	English,Hind i	900	832
UG	BA,Economi cs,SEMEST ER NEP	36	Higher Secondary	English,Hind i	360	315
UG	BA,Geograp hy,SEMEST ER NEP	36	Higher Secondary	English,Hind i	600	578
UG	BA,Anthropo logy,SEMES TER NEP	36	Higher Secondary	English,Hind i	120	31
UG	BA,Psycholo gy,SEMEST ER NEP	36	Higher Secondary	English,Hind i	75	46
UG	BA,Sanskrit, SEMESTER NEP	36	Higher Secondary	Hindi,Sanskr it	60	29
UG	BCom,Com merece,SEM ESTER NEP	36	Higher Secondary	English,Hind i	1320	852
UG	LLB,Law,	36	Higher Secondary	English,Hind i	420	405
UG	BCA,Compu ter Applicati on,SEMEST ER NEP	36	Higher Secondary	English,Hind i	180	137
UG	BLibSc,Libra ry Science,	12	Higher Secondary	English,Hind i	80	53
PG	MSc,Physics, CBCS	24	Graduation	English,Hind i	50	49
PG	MSc,Chemist ry,CBCS	24	Graduation	English,Hind i	60	52
PG	MSc,Botany, CBCS	24	Graduation	English,Hind i	70	65
PG	MSc,Zoolog y,CBCS	24	Graduation	English,Hind i	70	62

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PG	MSc,Mathematics,CBCS	24	Graduation	English,Hindi	80	72
PG	MSc,Computer Science,CBCS	24	Graduation	English,Hindi	60	37
PG	MA,Hindi,CBCS	24	Graduation	Hindi	80	66
PG	MA,English,CBCS	24	Graduation	English	120	64
PG	MA,History,CBCS	24	Graduation	English,Hindi	60	49
PG	MA,Political Science,CBCS	24	Graduation	English,Hindi	60	52
PG	MA,Sociology,CBCS	24	Graduation	English,Hindi	60	52
PG	MA,Economics,CBCS	24	Graduation	English,Hindi	100	69
PG	MA,Geography,CBCS	24	Graduation	English,Hindi	60	56
PG	MSc,Anthropology,CBCS	24	Graduation	English,Hindi	60	14
PG	MA,Psychology,CBCS	24	Graduation	English,Hindi	60	14
PG	MSW,Social Work,CBCS	24	Graduation	English,Hindi	120	31
PG	MCom,Commerce,CBCS	24	Graduation	English,Hindi	40	38
PG	LLM,Law,CBCS	24	Graduation	English,Hindi	60	50
PG Diploma recognised by statutory authority including university	PGDCA,Computer Application,	12	Graduation	English,Hindi	50	46

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Doctoral (Ph.D)	PhD or DPhil, Physics,	36	Post Graduation	English	12	4
Doctoral (Ph.D)	PhD or DPhil, Chemistry,	36	Post Graduation	English	8	2
Doctoral (Ph.D)	PhD or DPhil, Botany,	36	Post Graduation	English	12	2
Doctoral (Ph.D)	PhD or DPhil, Zoology,	36	Post Graduation	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Mathematics,	36	Post Graduation	English	4	1
Doctoral (Ph.D)	PhD or DPhil, Hindi,	36	Post Graduation	Hindi	13	6
Doctoral (Ph.D)	PhD or DPhil, English,	36	Post Graduation	English	12	2
Doctoral (Ph.D)	PhD or DPhil, History,	36	Post Graduation	English, Hindi	8	4
Doctoral (Ph.D)	PhD or DPhil, Political Science,	36	Post Graduation	English, Hindi	7	3
Doctoral (Ph.D)	PhD or DPhil, Sociology,	36	Post Graduation	English, Hindi	8	4
Doctoral (Ph.D)	PhD or DPhil, Economics,	36	Post Graduation	English, Hindi	4	2
Doctoral (Ph.D)	PhD or DPhil, Geography,	36	Post Graduation	English, Hindi	4	3
Doctoral (Ph.D)	PhD or DPhil, Psychology,	36	Post Graduation	English, Hindi	4	1
Doctoral (Ph.D)	PhD or DPhil, Commerce,	36	Post Graduation	English, Hindi	16	5
Doctoral (Ph.D)	PhD or DPhil, Law,	36	Post Graduation	English, Hindi	8	5

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	13				0				67			
Recruited	6	6	0	12	0	0	0	0	37	30	0	67
Yet to Recruit	1				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	6	9	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	18	8	0	26
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	21	1	0	22
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	19	13	0	35
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	15	15	0	30
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	8	6	0	14
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	8	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2308	11	0	0	2319
	Female	1788	4	0	0	1792
	Others	0	0	0	0	0
PG	Male	322	0	0	0	322
	Female	553	1	0	0	554
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	27	0	0	0	27
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	20	0	0	0	20
	Female	18	0	0	0	18
	Others	0	0	0	0	0
Diploma	Male	16	0	0	0	16
	Female	20	0	0	0	20
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	143	157	212	207
	Female	100	117	112	143
	Others	0	0	0	0
ST	Male	974	1139	1257	1274
	Female	749	944	963	1155
	Others	0	0	0	0
OBC	Male	806	943	1163	1093
	Female	386	431	518	659
	Others	0	0	0	0
General	Male	1035	941	1232	1097
	Female	675	729	814	889
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		4868	5401	6271	6517

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology	View Document
Botany	View Document
Chemistry	View Document
Commerece	View Document
Computer Application	View Document
Computer Science	View Document
Economics	View Document
Electronics	View Document
English	View Document
Geography	View Document
Geology	View Document
Hindi	View Document
History	View Document
Law	View Document
Library Science	View Document
Mathematics	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Sanskrit	View Document
Social Work	View Document
Sociology	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In curricular terms, this College implemented the National Education Policy 2020 in the academic session 2022-23, both at the UG and PG levels. Regarding preparedness for the NEP, we were conscious of the multidisciplinary and
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	<p>interdisciplinary requirements under the teaching, learning, and research needs of our students and faculty members. The following academic facts are worth consideration in this regard: I. This college introduced a Choice Credit System (CBCS) at the PG level in all the subjects of the faculties – Arts, Science, and Commerce. II. As a measure of interdisciplinary academic enrichment of the teachers and students, the Internal Quality Assurance Cell (IQAC) of the College took a decision, in one of its regular quarterly meetings of the session 2021-22, to start an Interdisciplinary Study Forms (ISF). This decision was given a practical shape in that session itself and this form worked well with satisfactory academic outcomes</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our most students have got registered for the ABC. Further necessary work is in progress in this regard.</p>
<p>3. Skill development:</p>	<p>This college plays a vital role in the skill development of its students. To support their growth in various fields, we offer a diverse array of Skill Enhancement Courses (SECs) focused on job-oriented areas such as Science and Technology, Digital Marketing, Mushroom Cultivation, Media and Animation, Psychological Counseling, and more.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>This college values the proper integration of the Indian knowledge system (IKS) into institutional academic endeavors. The following initiatives have been implemented at the curriculum level- (i) In the first Semester of the Bachelor of Commerce (B.Com.) a Skill Enhancement Course (SEC) of Vedic Mathematics has been introduced. (ii) Ingredients of Bhartiya Kavya Shastra (Indian Poetics) are taught at the PG level of the English Literature Programme. (iii) The above is taught at the UG Level of English Literature Programme. (iv) At the level of the IV Semester of B.A. (Sanskrit), Patanjali Yogsutra (Yogic Formulae of sage Pantajali) have been included for teaching the students concerned. (v)The regional language Chhattisgarhi is taught at the UG and PG levels of Hindi literature programmes. Through it, the students are apprised of the literacy and cultural ethos of this culturally vibrant region of India. (vi) The academic council (AC) of this college has decided to introduce the Indian Medicine System as a value-added course/skill enhancement course from the session 2024-25.</p>

5. Focus on Outcome based education (OBE):	This college is fully focused on outcome-based education. The teachers of all subjects prepare program and course outcomes, as well as prescribed graduate attributes, which are widely circulated among the students. Many of our students got selected in various competitive exams.
6. Distance education/online education:	This college does not provide distance mode education in a formal way but it assists such education through providing its Physical resources to Chhattisgarh state open university- Pt. Sunder Lal Sharma Open University, Bilaspur. This college is the study center and examination center for the various programmes run by that University. The teachers of this college supplement their academic teaching and assignments through virtual mode from time to time.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Election Literacy Club has been established at the college to promote awareness about various voter-related topics. With this club's formation, numerous programs focused on election awareness are being organized on campus. Various Programmes under the Systematic Voter's Education and Electoral Participation (SWEEP) are organized in this college as per the timetable issued by the Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Mr. Sanjeev Kumar Lakra, Assistant Professor of English, is the coordinator of the Election Literacy Club in the college and Mr. Rajeev Kumar, Mrs. Shashi Kala Sanmani and 200 students have been given membership in the club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	From the year 2019-20 to 2023-24, the following activities were conducted through the Election Literacy Club in the college campus, Ambikapur city and the lap villages and camp villages of the college. (i) Organization of Nukkad Natak. (ii) Making human chain. (iii) Voter awareness for voter awareness hold a rally. (iv) Door to door contact and motivating disabled elders and third gender people to vote in elections. (v) Campaign to register names of young voters in the voter list. (vi)The work related to

<p>citizens, etc.</p>	<p>presenting the project report based on Baseline and End line survey of voters' knowledge, behavior and practice sponsored by the Election Commission of India has been done.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Through the Voter Literacy Club, a large research project has been completed through a questionnaire based on the knowledge, behavior and thinking of the voters of the district towards voting In this work, the team of professors of the college has efficiently completed the research project and presented it to the Election Commission of India through the Chhattisgarh Election Officer's Office, Raipur. A research paper related to election awareness has also been published by Dr. Anil Kumar Sinha, assistant professor and IQAC coordinator of the College.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As instructed by the Collector and District Election Officer, significant efforts have been made to include students over 18 years of age in the voter list through the Election Literacy Club. This initiative has been successfully carried out annually from 2019-20 to 2023-24. Thanks to the dedication of the team, Mr. Sanjeev Kumar Lakra, the college professor in charge, is honored each year by the district administration on National Voter's Day, January 25th, receiving both cash and a certificate in recognition of his contributions.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5072	6517	6271	5401	4868
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1552	2054	1663	1348	1143
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
57	80	73	73	73
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 57

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
100.11	103.57	62.01	161.08	75.17

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Rajeev Gandhi Govt. PG (Autonomous) College, Ambikapur has the vision to produce graduates and postgraduates with adequate higher education knowledge and skills. Keeping this in view, it designs its various curricula with local, national, regional and global developmental relevance. Up to the academic session 2021-22 this college had autonomy at the PG level. The UG classes, it used to adopt the curricula designed by the affiliating university. Since 2021-22 this college has been a fully autonomous institution, designing all its curricula for the multi-faculty Courses taught here.

In B.Sc. and M.Sc. Chemistry programmes The syllabi include such courses as organic, inorganic, photochemistry and chemistry of natural products which have helped man to control diseases and live a healthy and productive life. Botany opens the secrets of the world of flora and fauna, including local and regional ones Zoology gives extensive and deep knowledge about the human and animal world, including the local and regional ones. These disciplines help us to treat with understand the various deadly diseases and epidemics. UG and PG programmes in literature like Hindi, English and Sanskrit are relevant from various aspects. Literature not only enlightens the learners with aesthetics and delight but also opens the secrets and mysteries of human nature, reveals the problems and complexities of life and suggests lasting solutions rooted in human values. The cultural aspects of literature have also great importance for the learners, and its psychological aspect helps them in their grooming ideas of socio-historical, political, cultural and economic justice. The programmes on History help the students learn about historical events, currents and cross-currents in their respective contexts. They get historical perspectives which lead them to a healthy view of the past as well as the Continuity of the past into the present. The programmes of Political Science enhance the knowledge, aptitude and skills of the students to develop an understanding and insight about the political systems working at the national as well as the international levels. They get comprehensive ideas about political institutions, policies, and relations among countries. The Sociology programmes enrich the learners to attain adequately deep knowledge of their society, as well as human societies found in different parts of the earth. The Study of Economics equips the students with the knowledge about human needs and their rational optimum fulfilment keeping in view the utilization of limited resources. Geology and Geography teach the students proper ways and methods to exploit and use natural resources for sustainable development. Computer science and Computer Applications give knowledge, techniques and skills to use technology for our betterment in various fields like security, medicine, academics and related fields. The Psychology programmes teach about the human mind, its functioning and problems. This science gives the learners knowledge and methods about how to live a productive, balanced and happy life as social beings. The UG and PG Law programmes make the students aware of the Laws and prepare them to seek and get legal assistance against discrimination and injustice. Anthropology enriches the learners with a long perspective of

human development and the evolution of the various institutions, customs and value systems of the human society.

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

1.1.2

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

Response:

RGGPG (Autonomous) College, Ambikapur gives due importance to the issue of employability of its graduates and postgraduates. This institution designs its courses which have components of skills and aptitudes necessary for equipping the students with adequate academic strength to compete for jobs after they pass out from here. This college offers some programmes which are directly skill-and-job oriented. Among these are the programs like DCA, LL.B. and PGDCA which give the students knowledge, as well as, train them in fields of computer software and hardware, internet functioning, digital applications, etc. These things result in proper skill sets which make the students concerned suitable and eligible to get jobs after their study periods are over. Likewise, The English language course has been designed with the clear purpose that the learners get the required skills, both at written and spoken levels, to make themselves suitable for job opportunities after their institutional period is over. All such programmes and courses are duly revised by the annual meetings of the respective Boards of Studies of the college.

To strengthen the employability aspects of the curricular life of the students, this College offers job-oriented Value Added Courses (VACs) through the teaching departments of commerce, Law, Physics, Botany, Zoology, Maths, and some others. These VACs are related to agriculture, marketing, insurance, mobile networking, Computer hardware, vermiculture and mushroom Cultivation. Such courses are very important for the students because they give them an extra edge to their academic credentials gained by them in their main academic fields.

Entrepreneurship is taught by departments like Commerce and Economics as components of their respective academic programmes. The teachers concerned make sincere efforts to groom the students to prepare them as entrepreneurs. They learn the value of entrepreneurial thinking which may motivate them to begin actual work in the area of entrepreneurship. The college has its Incubation Centre which organizes invited lectures by experts in this field. This centre provides entrepreneurial ideas and concepts to the students so that they may be able to go into attempts at Start-ups and small viable business ventures.

Internship work has been made compulsory for the students of LLB, P.G. I and UG semester IV in NEP 2020. Under it, they attach themselves to a business firm/ establishment and learn the necessary aspects

of the business/ work concerned during their internship period with the firm/establishment which provides them certificates of learning as interns. Through this, the students gain experiential learning in the particular field of Commercial and business functioning. The hands-on experience gained by the students helps them in the field of different job opportunities.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>Response: 47.65</p>	
<p>1.2.1.1 Number of new courses introduced during the last five years:</p> <p>Response: 548</p>	
<p>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</p> <p>Response: 1150</p>	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

This autonomous college, while designing its various programmes and courses through the different BoS, tries its best to make and keep them holistic. In other words, we strive to academically address the socio-cultural and environmental sustainability-related issues in our curricular and pedagogical functioning. The syllabi of the various subjects taught in this college integrate issues like gender, environment and sustainability, human values and professional ethics into their academic body of knowledge to be transferred to the learners. The issues related to the communities and social groups coming from marginalized sections of society find their due referential and thematic space in the various curricula offered here through different teaching departments.

Issues like gender differentiation in the socialization of children and marginalization of women in families and places, as various social evils like superstitions of witchcraft, child marriage, uncleanliness, illiteracy, etc, are addressed in the course of on-the-spot-visit project work to be compulsorily completed by the students of the first semester of all PG programmes. This is done through the other supportive course, namely Social Outreach and Internship and Entrepreneurship which takes the students to their nearby communities and observe the actual life there. It results into the academic work of preparation and submission of the Project work' to the College for evaluation and awarding of marks by the teachers concerned.

Courses of Literature in the subjects of English, Hindi and Sanskrit have topics, chapters and themes which are predominantly concerned with the understanding and elucidation of human values. Besides human values, these literary courses have some cross-cutting issues related to gender, environmental sustainability, and professional ethics integrated into them. This pattern of integration of cross-cutting issues is followed in all the Courses and programmes offered in this college. We can say that in the various curricula taught here, the syllabi are framed in such a manner that the main academic focus integrates these cross-cutting issues so that the syllabi become enriched to a satisfactory level.

The physical sciences and biological sciences courses chief focus is on their main academic contents, but they also integrate some topics related to the cross-cutting issues concerned. In the same manner, the social science courses, Law Courses and commerce Courses also are designed on the same pattern. Notably, the PG programmes of all the departments teach one Compulsory Course on IPR and Research Methodology.

It is noteworthy here that beginning from the academic session 2022-23 this college has adopted the National Education Policy 2020. It is well known that the spirit of this NEP lies in the interdisciplinary nature of higher education. Following this, our institution tries its best to design the syllabi of the various subjects keeping in view the aim of integrating the cross-cutting issues mentioned in the title of this metric.

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

1.3.2

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

Response: 5

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

1.3.3

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

Response: 70.18

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

Response: 40

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

Response: 57

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 88.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
2478	2756	2565	2476	2461

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2850	2920	3040	2950	2685

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

2.1.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
1653	1716	1764	1693	1557

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

2023-24	2022-23	2021-22	2020-21	2019-20
1653	1716	1764	1693	1557

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The College has a mechanism in place for assessment of the learning levels of students in class quiz tests and their performance in the last exam at the beginning of the session. The teachers during classroom teaching, using lecture methods, board work, or through the use of ICT, also review the Comprehensive

capacity of students. Through interactive activities like Comprehension questions, which also help them to assess advanced and slow learners. Periodic internal tests, assignments, and seminars besides the main semester-end examinations go a long way in giving the teachers concerned sufficient idea about the academic levels of the students and their learning trajectories during the course periods. Based on these ideas the teachers plan their pedagogical works so that they may be able to fulfill their teaching responsibilities in effective ways.

This college believes in the idea of education which says that the transfer of knowledge by the teachers to the learners should be monitored for its effective absorption by the latter. It can happen only when the learning levels of the students are assessed properly, and special steps are taken to cater to the differential learning needs of the students.

This assessment of the differential needs of the students results in corresponding differential suitable methods to deal with the problem of the slow learners and cater to the needs of the advanced ones. Slow learners are given special attention in classroom teaching. They are asked more questions so that they give more attention to their study. If needed, the whole topic of the concerned portions is repeated and revised. Students are given assignments after daily teaching to ensure the students understanding. Besides this, they are motivated and encouraged to clear their doubts even outside the classroom on the phone or through WhatsApp group messages. Remedial classes are organized for the slow learners and extra revision classes are organized which are interactive. In such classes, the slow learners are given priority in presenting the topics so that they become able to understand things better and catch up with other students in the class Advanced Learners are given special academic care to achieve higher goals. They are motivated and encouraged to prepare with reference books, and background study material available in various e-resources. It is notable in this regard that to give a platform to the advanced learners, each of the PG teaching departments of this college has its Knowledge Enrichment Circle (KEC) where the teachers and students sit together and discuss advanced-level topics in their respective subjects.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 88.98

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

This College, as an Autonomous Institution of higher education, believes that the ultimate aim of the delivery of education is the best possible enrichment of the learners. To achieve this end, our teachers employ student-centric methods like experiential learning, participative learning and problem solving techniques which enhance the learner’s learning experiences. The teachers use Information Technology (IT), according to needs and practically in their teaching functions in the classroom. This adds to the enhancement of learning experiences of the students. The college subscribes regularly to the e-resources provided by the National Library and Information Services Infrastructure for scholarly Content (N-LIST) of the Information and Library Network (INFLIBNET). The students are regularly asked and motivated by the teachers to login to the N-LIST website and benefitted by the vaste-resources available these.

As far as participative learning is concerned, all the teachers try their best to make the classroom teaching-learning process interactive and participative. The teachers make the classroom atmosphere vibrantly active, so that the learners are not just passive learners. Rather, they participate in the classroom process of teaching and learning. The students of all the departments do a sort of teaching work, namely, peer teaching, among themselves. Topics for such peer teaching, class seminar and group discussion are selected by the faculty concerned and the students are asked to make presentations to their classmates. This work strengthens the participative aspect of the learning process.

Problem solving methodology is a matter of teaching focus in this college. In this, the teachers select a problem and applies the various steps of solving that problem and releating it ultimately to solve the real problem of life . The students are encouraged to select and state a problem, the teacher elaborates it and discusses the steps of its proper solution. The teacher also gives a problem and follows it with intensive discussions of the steps and techniques of its effective solution.

The teachers of this college make sincere efforts to impart experiential learning to the students.

The science faculty students, in tandem with being taught the scientific theories and concepts, are taught how to experience scientific phenomena in Laboratory-practical activities and experiments. The students also visit to the industry, to the local central jail, educational excursions, field visit etc. as part of experiential learning. The experiential learning is imparted in language through the realisation of the language and its system of sounds and by creative Writing. They are also taken to the world of nature where they are assisted by the teachers to observe scientific phenomena happening in nature. Economics and Commerce students experience economic and commercial activities and processes in business establishments. Students of literature departments are occasionally taught how to experience aesthetic emotions which are presented through various literary situations and characters of their prescribed literary texts. The college has its cultural activities forum which acts as an effective platform where the students are given an opportunity to experience the various cultural aspects of their academic life. This forum organizes proper activities and lectures which take the students of different faculties to the world of cultural experiences.

The purpose of all this is to keep enhancing the learning experience of the learners in a fruitful and enriching manner.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Psychological issues :

Rajeev Grandhi Govt PG (Autonomous) College, Ambikapur, to address the academic and psychological issues of its students, has adopted mentor-mentee schemes. The students of the different departments are divided into properly formed groups and put under their teacher- mentors, so that their academic and psychological issues are dealt with and taken care of in an effective manner. The teacher mentors have the responsibility to deal with such issues whenever they are raised by the students. Even if these issues are not raised by the students, the active mentors try to solve them based on their observations and knowledge.

Notably, the teachers always encourage their mentees to be forthcoming about their academic and psychological problems and issues. Through classroom and out-side-class- room motivations the students are encouraged to be open and bold enough to put their academic and psychological problems/ issues to their teachers. Whenever the students raise any academic issue, the

teachers provide proper assistance through books and other kinds of study materials. For their career-related issues, the college has a Career Counseling and Guidance Cell which organizes periodic activities based on training for various career options and opportunities.

Confidence-building motivational lectures are organized by the college to give the students a psychological boost of optimism and positive thinking. The Psychology department of this college plays a good role in taking care of the psychological needs of the students. It organizes psychological consulting confidence- and happiness-related activities for the psychological benefit of the students.

Mentoring the students for self-employment is one of the best practices adopted by this college. Under it, the students are trained and motivated to make themselves competent to start self-employment. It has resulted in a satisfactory number of students getting benefits through self-employment and economic gains. One SEC Course named Psychological Counseling is introduced for understanding basic concepts of Psychological Issues.

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

2.3.3

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

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

Response:

Academic calendars and teaching plans are the proper means to achieve the end of delivering effective academic knowledge and co-curricular benefits to the students. Keeping this in view, this College prepares and adheres strictly to these two prescriptive documents. Notably, the Higher Education Department of the Govt of Chhattisgarh also issues its academic calendar for the state higher education institutions, which is strictly followed by this college. Before being made fully autonomous by the affiliating university notification under the UGC scheme of autonomy for colleges, this College used to follow the calendar issued by the university. Admissions, teaching work, tests, and examinations-related functions are carried out as per the academic Calendar prepared by the college. The classes of both theory and practical subjects run as per the timetable framed by the college timetable framing Committee of the College. Every teaching department of the college monthly reviews the completion of the course is finally reviewed and monitored by the IQAC monthly basis. If any part of the course in any percentage level is left due to the teachers on leave or some other engagement, is completed in blended mode

teaching. The internal assessment tests, seminar presentations, and assignment submissions are conducted as per schedules. After the conduct of internal tests, the evaluated answer sheets are shown to the students and the merits and demerits are discussed with them in the classroom so that they can perform better at the final semester-end examinations.

The teaching plans are prepared by faculty members individually in their daily teaching diary format. The whole syllabus is divided into monthly teaching segments guided and monitored by the department head. The department concerned in the monthly review meeting evaluates the teaching plan. The attendance of students is marked daily in each period by the teacher concerned.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	80	73	73	73

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

2.4.2

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

Response: 59.65

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

Response: 34

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

2.4.3

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

Response: 17.02

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

Response: 970

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

2.4.4

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

Response: 68.49

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

Response: 50

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 40.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	40	40	65	40

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

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in

the examinations during the last five years

Response: 3.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
313	426	0	0	118

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

2023-24	2022-23	2021-22	2020-21	2019-20
5484	5645	4958	5038	3918

File Description

Document

List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.5.3

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

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

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

Response:

This college has initiated some reforms in examination procedures and processes including Continuous Internal Assessment and semester end examination as it is integrated with ICT. The impact of reforms in examination management is farreaching and very effective in completing pre-examination and post-

examination works. As in the case of examinations the examination forms are submitted by the students online, which enable them to be part and parcel of the digital administrative and exam process of the institution. Because of the online mode submission of application and forms the institution feels it smart to prepare the data-base of its students which is required at so many levels and occasions related with the effective and timely delivery of academic services to them. The explicit impact of such reforms is visible in assuring transparent and impartial procedures in connection with taking exams and publication of results. It also ensures cashless transaction in fee payments. The database prepared at the time of admissions helps effectively in inviting applications for examination and scrutinizing the examination forms at the level of departments as it is mandatory for all the students to submit the hard copy of online filled-up forms for scrutiny and validation of the eligible candidates. It is with the help of the hard copies that the different departments of the college prepare the roll lists after making proper scrutiny in minimum time. Further, the autonomous examination cell of the college, after receiving the scrutinized exam forms along with the roll list making the required changes in the software database, promptly and competently generate the attestation forms and admit cards in minimum possible time. The examination cell further feels convenience in managing the post-exam exercise of preparing the TR Sheet without delay so that results are declared within the stipulated time frame: Any error at the level of information regarding students is successfully and quickly rectified without any inconvenience. The IT integration in examination management system has ensured that the exam-related information, from dates of exams to results is available at the finger touch convenience of the students.

Continuous Internal Assessment system is also strengthened with IT integration. The time table of Internal Assessment prepared and notified by the Autonomous Exam Cell is uploaded on the institutional website and sent to the students whatsapp groups. Seminar under Continuous Internal Assessment is presented by the students through PPT in effective manner using smart board and interactive panels. Result of Internal Assessment is prepared and transparently shown to the students as per norms.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Rajeev Gandhi Govt PG (Autonomous) College, Ambikapur is fully conscious of imparting outcome-based education to the students enrolled in its various programmes and Courses. Outcome-based learning is the need of the hour because it produces graduates and postgraduates who find themselves equipped with the required knowledge and skill sets necessary for their responsible and successful lives after passing out of this institution. Our faculty members prepare the programme outcomes, programme-specific outcomes as well as the course outcomes of all the curricular contents taught here. This college is a multi-faculty institution imparting Undergraduate and Postgraduate education to a large number of students. The programme outcomes identified by this college aim at producing graduates and postgraduates equipped with multiple abilities like effective communication, critical thinking, a sense of ethics, effective and responsible citizenship, impactful social interaction, a responsible attitude toward environmental sustainability and a tendency toward life-long learning as well as a love for knowledge. Programme-specific outcomes identified by the teachers concerned with this college aim at their students properly imbibing the academic contents of their syllabi. The students of the programme concerned should be able to understand, analyze and apply their subject knowledge as and when they are needed to do so after their institutional academic life is over. The programme-specific outcome, being the consolidated outcomes of the respective course outcomes, the latter aims at making the students able to describe, present, comprehend, apply, and correlate the learnt and imbibed course materials.

All the above outcomes are publicized among the students through the college website and the syllabi documents of the different teaching departments. These are also communicated to the students in classrooms by the teachers. As far as the evaluation of this outcome is concerned, it is done through internal tests and examinations. Questions of different types like Multiple Choice Questions (MCQs), very short answer type questions, short answer type questions and essay type questions prove effective in this evaluative work. These types of questions test the students regarding their knowledge of the subject in its different ability areas like recall, comprehension, application, and co-relation. The teachers, during their discussions on the taught topics of their subjects in the classroom, evaluate the outcomes. This is done by putting questions aimed at testing whether the students have learnt as per the design of the outcome or not. The learning outcomes are measured through direct and indirect methods. The performance of learners in internal and semester-end exams and their success in competitive exams.

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

2.6.2

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

Response: 74.1

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

Response: 1150

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.41

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The College, a prestigious educational institution with a rich 64-year history, is deeply committed to promoting research across various disciplines. With a clear vision to achieve international standards in research and to engage with global communities, the college has established a comprehensive research policy. Several committees have been formed to enhance the research landscape at the institution:

- 1. Departmental Research Committee:** This committee monitors regular research activities, pre-Ph.D. coursework, and Ph.D. research within the college. It is led by the Principal and includes the respective Department Head and a senior research guide from the research center, ensuring effective guidance and support for researchers.
- 2. Research Advisory Committee:** By University Grants Commission guidelines, the college has established a Research Advisory Committee, chaired by the Principal and coordinated by a senior faculty member with a strong research background. This committee includes an Institutional Research Ethics Committee and an Animal Ethics Committee, which operate under a well-defined Research Code of Ethics to uphold integrity in research practices.
- 3. Research Projects and Proposals:** The college employs plagiarism detection software to screen student research projects and the final report of the Minor Research Project by the faculties in collaboration with its affiliating university. To disseminate research outputs, the college maintains a dedicated website. Minor Research Project proposals, funding seminars, workshops, and faculty development programs, are reviewed by the Research Advisory Committee. These proposals are subsequently presented to an external expert committee, which evaluates and provides recommendations. Following this scrutiny, the Research Advisory Committee approves suitable proposals for funding.
- 4. Research Laboratories:** Each science department is equipped with specialized research laboratories where scholars conduct their research. Facilities in Physics, Chemistry, Zoology, Botany, Geology, Computer Science, Anthropology, Psychology, and Geography enable a wide range of research activities, fostering an environment of academic inquiry and innovation.
- 5. Research Grants:** The college actively supports research financially at both the institutional and external levels. At the college level, Minor Research Project grants of up to ₹1,00,000 are available, alongside funding for national and international seminars and workshops, with institutional support of ₹70,000 and ₹1,00,000, respectively. Faculty members must present their project proposals in PowerPoint format before an expert committee headed by the Principal and relevant subject experts. These proposals undergo rigorous evaluation by both the Research Advisory Committee and an external expert committee, which provides recommendations for approval and funding.

The college also seeks external funding opportunities, having received both minor and major research grants from agencies such as COST Chhattisgarh and the Election Commission of India (ECI). Notably,

the college has secured ₹.12.30 lakh from the Government of India for election baseline and end-line surveys, underscoring its capacity to conduct significant research projects.

Furthermore, the institution has established national Memorandums of Understanding (MOUs) for research collaboration and faculty/student exchange programs. These initiatives are designed to enhance the college's research profile, promote academic partnerships, and facilitate knowledge exchange, reinforcing its commitment to fostering a vibrant research culture.

In summary, through these structured committees, robust support systems, and active engagement in research funding, the college strives to elevate its research activities to meet international standards while contributing meaningfully to academic and community advancement.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 5

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

2023-24	2022-23	2021-22	2020-21	2019-20
3.00	2.00	0	0	0

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

3.1.3

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

Response: 12.28

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

Response: 7

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 12.30

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.11

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

Response: 6

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

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

Response: 50.88

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

Response: 29

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

The college boasts a dynamic Internal Quality Assurance Cell (IQAC) that actively promotes quality enhancement across various dimensions of academic and operational life. The IQAC has fostered an innovative ecosystem, establishing initiatives such as an Indian Knowledge System, an Intellectual Property Rights (IPR) cell, and an Incubation Center, all aimed at creating and disseminating knowledge to stakeholders.

To cultivate an innovative mindset, the college encourages both students and faculty to engage in social outreach, internships, and entrepreneurship through its postgraduate programs. These initiatives are designed to deepen students' connection to the community and instill a sense of social responsibility. The curriculum is enriched with experiential learning opportunities, enabling students to acquire vital skills that can transform them into successful entrepreneurs. Additionally, Value Addition Courses, Skill Enhancement Courses, and Ability Enhancement Courses are integral to refining students' competencies and knowledge base. Innovative teaching methods, such as peer teaching, seminars, and group discussions, further enhance the learning experience, equipping students with practical problem-solving skills.

The curriculum also reflects a commitment to the Indian Knowledge System, incorporating relevant course content across various disciplines. For example, Sanskrit courses include Maheshwar Sootra and Yoga Sootra of Patanjali, while the History curriculum covers topics like the Vedic Period and the rise of Buddhism and Jainism. Other subjects such as Sociology and Anthropology delve into aspects of Indian society and culture, highlighting the institution's dedication to integrating traditional knowledge into modern education.

The establishment of an IPR cell, led by the Department of Law, aims to promote awareness and education regarding intellectual property rights. The cell regularly updates its IPR course content, offered during the third semester of the PG program, and conducts workshops to engage both students and

faculty in IPR topics. Furthermore, faculty members are encouraged to secure copyrights for their authored works, reinforcing the college's commitment to protecting intellectual contributions.

The Incubation Center plays a crucial role in career counseling and student placement, offering workshops and inviting industry experts to share insights. This center not only organizes mock interviews to help students overcome interview anxiety but also collaborates with various government departments and industry representatives to provide real-world exposure.

Additionally, the college has a proactive Research Committee that emphasizes research engagement among students and faculty. A Research Methodology and Dissertation course is uniformly offered in all PG programs, fostering a research-oriented culture. Students from the Physics department, for instance, have successfully published eight research papers. The committee, under IQAC guidance, allocates seed money to faculty members for research endeavors and organizes seminars and workshops to further enhance research capabilities. Notably, faculty output includes 195 research papers in reputed journals, 43 book chapters, and 15 authored books, demonstrating a commitment to academic excellence.

In summary, the college's multifaceted approach to education, emphasizing innovation, social responsibility, research, and skill development, reflects a robust commitment to enhancing the overall quality of higher education. Through its initiatives, the institution effectively prepares students for future challenges while contributing to the broader academic and community landscape.

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

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: B. Any 3 of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document

3.4.2

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

Response: 1.41

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

Response: 41

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 1.93

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

Response: 110

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Links to the paper published in journals listed in UGC CARE list	View Document

3.4.4

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

Response: 0.58

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

Response: 33

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.5

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

Response: 1.25

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

3.4.6

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

of the Institution

Response: 1

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

The institution engages in various extension activities under the auspices of the NSS, NCC, and a mandatory social outreach program for postgraduate students. These activities aim to raise awareness about social issues and foster holistic development. Here are some key initiatives:

1. COVID-19 Awareness During the pandemic, NSS volunteers were crucial in raising awareness about the virus and its effects on communities. They educated residents on preventive measures, such as wearing masks, using gloves, and maintaining social distancing. The volunteers also collaborated with district administrations to promote vaccination and combat the stigma surrounding the disease. They partnered with charitable organizations to distribute food and essentials during the crisis and conducted wall paintings to support the government's vaccination campaign. These efforts taught NSS volunteers about social responsibility and accountability even in challenging times.

2. SVEEP Activities The Election Commission of India's SVEEP (Systematic Voters' Education and Electoral Participation) initiative was implemented at various levels in collaboration with district administration. This drive encouraged the enrollment of eligible voters, particularly those turning eighteen on January 1, 2023, and January 1, 2024, through both online and offline methods. Students assisted in filling out the necessary forms and submitting them at designated locations. An online inclusion drive was also organized through the Voter Helpline app. Various cultural programs, such as rangoli-making, essay writing, painting contests, debates, and street plays, were held to motivate people to register and vote, ultimately contributing to increased electoral participation in remote tribal areas.

3. Blood Donation Camp Blood donation is a key focus for NSS, NCC, the Youth Red Cross, and the Red Ribbon Club. Several blood donation camps, organized in collaboration with the district chief medical officer and local administration, were held under the banners "Khoon Bachahi, Jindagi" and "Raktdaan Mahadaan." These camps saw enthusiastic participation from NSS and NCC volunteers, along with other students who donated blood out of a sense of social responsibility. Additionally, awareness programs for AIDS were conducted in partnership with the district hospital and Government Medical College, Ambikapur, reinforcing the values of social accountability among students.

4. Distribution of Warm Clothes NSS volunteers and students actively participate in distributing warm clothing to those in need, supported by faculty members. Motivated by program officers, they organize annual camps in local villages to distribute clothing, with the presence of the institution's principal and the village sarpanch. This initiative not only meets a critical need but also fosters a sense of compassion and social awareness among students, leading to positive behavioral changes.

Through these varied activities, the institution emphasizes the importance of social responsibility and active citizenship among its students.

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

3.6.2

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

Response: 114

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	26	16	11	16

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

3.7 Collaboration

3.7.1

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

Response: 9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

This college has adequate facilities for teaching and learning. There are 28 (twenty-eight) large-sized classrooms which are well furnished with decent furniture. All the classrooms are well-ventilated and equipped with required teaching aids like blackboards, greenboards, and whiteboards. There are 05 classrooms with smart boards and 10 rooms are equipped with information technology (IT) instruments for use in effective teaching and learning. Their classrooms have LCD projectors and Smart interactive boards to enable the teachers and leaders to get the maximum possible benefit from the IT-enabled mode of communication of teaching materials. The College has a large computer lab with an adequate number of computers with LCD monitors. To specify the number of PCs, our computer lab has 45 (forty-five) computers. All the computers are connected to the local area network (LAN) for internet connectivity. The computer lab caters to the needs of the students and teachers of the courses of PGDCA and BCA who are enrolled in the College. Besides these learners, the lab facilities are available for other students and also for their academic needs. This lab plays a very important role in our institutional process of teaching and learning as the availability of a large number of e-learning and research resources comes to the stakeholders in a practical form through the hard and soft facilities available in this lab. This College has 13 (Thirteen) laboratories. All the laboratories are equipped with the necessary instruments for practical work in the respective subjects. The laboratory of the physics department has 05 computers to meet the needs of departmental teaching and learning. The chemistry department has 03 (three) computers for the academic needs of the teachers and students there. Besides, each of the departmental labs has a minimum of 01 (one) computer. In addition to the physical teaching and learning infrastructure of a satisfactory level, this College subscribes regularly to the N-LIST of the INFLIBNET. Through this, we have a large number of resources in the forms of e-books and e-journals in large numbers. This corpus of large e-resources is in addition to the large number of book titles and journals that we have in our central library. Notably, each department of this College has its departmental library with adequate numbers of PG and research-level books and journals.

The college celebrated its golden jubilee in 2010 and developed all the infrastructural facilities over a long period gradually. The college has adequate facilities for games and sports. The campus of the college is large and spacious and accommodates a football ground, a cricket ground, a hockey ground, a basketball ground, a handball ground, a taikondo ground, and a gymnasium with facilitators for indoor games like table tennis, chess, and badminton. The college has a large ground where 100 m, 200 m, 400 m, 1000 m, 1500 m, and 5000 m events of race are organized. The college also has facilities for the

students for athletics in Shot-put, javelin, Hammer, Discras, High jump, long jump, and obstacles.

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

4.1.2

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

Response: 54.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
65.32	49.6	48.02	66.95	41.25

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College has a Central Library and a Department Library in P.G. Department. The Central Library has been developed as learning resource center. The Central Library of the of the College is Automated

using SOUL3.0 (Software for University Libraries) is an state of the ant integrated Library Management Software (ILMS) designed and developed by INFLIBNET.

SOUL3.0 is user friendly software developed to work wader client-server environment which Autonomous All housekeeping operations in the Library. This software provides all the open access resources and reading materials to the students through NDLI, egyankosh, e-pathshala etc. link on available an College website. The information on also provided at Library whatsapp group of the College. The College also has a membership of N-List since 2017 and the student one benefitted by using it.

The SOUL3.0 helps it generate Library cards and visitor’s cards which printed colored, laminated and distributed students.

Detailed reports are generated to know the library usage on a daily basis. Per day usage in the library was 156 students during the year 2022-23.

Library remained closed for the students from 21st March 2020 to Oct. 2021 due to COVID-19.

Link of e resources were given on the website. Interested students filled the form and NLIST membership was given to them.

All the staff members also access NLIST from their login ID and password. Book lending facilities are provided on a daily basis. Library encourages students to avoid taking printouts unnecessarily. Students can take learning materials in soft copy.

Library membership cards are made through software. Link of library membership card is given on the College website.

Training to all the staff and students is given during library orientation and personalized services are given to the users throughout the year.

The method used for computing the data is statistics of readers coming to the library and entering visitor’s entries every day. Total number of visitors will be divided by the number of days the library is open in a year. College library provides free internet facilities to all regular students and staff the Library SOUL 3.0, Fully, SOUL 3.0 limited edition, 2023, Reloaded in Feb 2021. Book lending facilities are provided on a daily basis.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals

year wise during the last five years

Response: 0.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
.74	1.0	1.22	.70	.19

File Description

Document

Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)

[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

In an age of information technology and to keep pace with time it necessitates the updation and upgradation of IT facilities. In keeping established a view the demands and of modern times the Edge has a well-equipped computer lab with 45 pcs. Besides there are five smart boards and ten smart panels accompanied by the college premises and a bandwidth speed of 100 Mbps to ensure an effective teaching-learning ambiance. The college has 07 laser printers, 05 scanners, and three barcode reads to manage the efficient academic and administrative functioning of every pg. department has been prodded with a pc and internet connection with of resources bandwidth speed for early access to facility members and students of the departments. In every pg laboratory there is a facility to connect for table project for effecting teaching learning and academic interaction. UG and pg classroom are provided with the facility of smart boards to ensure the effecting teaching are interactive for peer teaching and seminar presentation. There is an integrated language lab in the Department of English to improve the communication skills

and vocabulary of the stake holders and so to strengthen the interactive available participative learning. There is a GIS facility in the Department of Geography of the college to facilitate geographic information This system captures, evaluation, manipulates, handles, and helps in viewing all forms of geographical and spatial information and data.

Our college building consists of 02 floors and we have Wi-Fi installed on every floor with an individual bandwidth speed of 100 Mbps.

We have upgraded the bandwidth speed. There are five smart boards in the college for effective teaching and learning. Each PG and research laboratory has a provision to connect portable projectors as and when needed by the faculty.

Department of Physics the college has a light detecting system established with the help of ISRO Bangalore to provide the forecast to people regarding range lighting and thundering.

File Description	Document
Upload any additional information	View Document

4.3.2

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

Response: 63.4

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

Response: 80

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.3.3

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

Response:

There is no such facility available in the college.

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 19.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
23.65	44.02	11.85	7.18	11.5

File Description

Document

Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)

[View Document](#)

4.4.2

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

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

Response:

As the college is a government institution the maintenance and repair of the building is undertaken by the state PWD once the funds obtained from the state government is transferred to the PWD department for further action. The college development committee of the college keeps a watch over the quality of the construction. The equipment instruments and items for use in the labs are purchased after price approval and scrutiny for optimal utilization of funds allocated to the respective departments in each academic year. The purchase committee of the college approves its expenditure based on quotations. The funds generated in the college by Janbhagidari Samiti are also utilized for laboratory as well as infrastructure maintenance from time to time.

The college library also has an Advisory Committee consisting of senior faculty members. The purchase of various books, journals furniture, and study materials is recommended by the Heads of various departments who are members of the Library Advisory Committee. The college also has a PG departmental library in every PG dept for the benefit of the respective faculty and students and students.

The college has two separate computer labs and each Research Center also has one or two computers for Research and other work. The maintenance of these computers/Labs is done by external agencies on the recommendation of the professor in charge of the computer labs. The following committees have been formed by the principal for proper maintenance.

- (1) Purchase committee
- (2) Library Advisory Committee
- (3) Sports Advisory Committee
- (4) NSS Advisory Committee

File Description	Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 41.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
2237	2913	2690	1472	2328

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

Response:

Career Counseling is an essential and integral part of Systematic Curriculum delivery. Students in their adolescence age when they are not aware of so many things in their life hence need Counseling at different levels Since students are assets of their institutions it becomes the responsibility of the institutions to groom them in such a way that besides being successful in their career they could also be reared up as asset of their nation as a whole. This institution very sincerely takes responsibility and plans systematically different types of information related to career building at institutional career counseling as its levels which are manifold in online and offline modes enumerated as follows:

1. This institution has a very vibrant nexus with its neighborhood administration and employment office. The deputy director and employment officer of the district have an active association with the institution and they plan Career Counseling and placement programs very often at this institution and sometimes at the district level focusing on the stakeholders of the district as a

whole. The district employment offers counseling by the requirements to post offered either by SSC at the national level or Professional board of examination at the state level besides, placement in various establishments in Public, semi-government, and private sectors.

2. The institution is very actively associated with TATA consultancy and offers online career counseling and placement information throughout the year. The students of this institution actively participate in online Counseling and placement opportunities offered by prestigious service providers at the national level with headquarters in Nagpur.
3. This institution has very close proximity with the Sales Force Developer Training with their online counseling services offered at the link. <https://meet.google.com/ubj-af-kg-cubj-af-kg-dnu> time to time where Students of this institution actively participate and benefit.
4. This institution offers active counseling and coaching for NET/ SLET for PG students in all the disciplines of Arts, Science Commerce, and Law. Besides counseling, faculty members of the Institution offer NET/ SLET Coaching along with Civil services coaching focusing on the state Administrative Examination.
5. This institution has a very close and vibrant relationship with district administration and so with the help of Youth IAS and IPS officers of the district headquarters, it offered Career Counseling for UPSC examination like Youth IAS officer ShriVishwadeep& CEO district Surguja and ShriSmrithikRagnana IPS officer and City Superintendent of Police, District Surguja.
6. This institution offers counseling in the insurance sector, the most demanding for women candidates to seek a career in the department of aviation.
7. This institution has a very dynamic relationship with AjimPremji Foundation and Ajimpremji University at Bhopal and they have not only offered counseling but also placement opportunities to students of this institution.
8. This institution has a very active incubation center where training and guidance to stakeholders are provided who seek to become an entrepreneur with their start-ups. Besides, this institution is very closely associated with the Livelihood College, an ambitious institution run by the State Government for Skill development. Besides, the Students of this Institution frequently visit livelihood for skill development and enhancement.
9. The students of this institution both UG and PG level visit the different establishments in connection to experiential learning for internship and entrepreneurship where they learn from skilled persons working there and produce a certificate in this regard.

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

5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial**

skills)

4. Awareness of trends in technology

Response: A. All of the above

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

5.1.4

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

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

Response: B. Any 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 0.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	1

File Description

Institutional data in the prescribed format (data template)

Document

[View Document](#)

5.2.2

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

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

Response: 0.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 38

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	11	12	01	06

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

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

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

Response:

The student union of Rajeev Gandhi Govt PG College, Ambikapur, Surguja, Chhattisgarh is intended to provide a Platform to students to develop the quality of leadership. The student union consists of student representatives who serve in the Capacity President, VicePresident, Secretary, Joint Secretary and council coordinators and members. The union representative are duly elected or nominated on merit basis as per the norms laid down by the Department of Higher Education Government of Chhattisgarh. The elected /nominated members of the student's union are vested with the responsibilities of helping the members of the faculty and coordinating with the administration for effective curriculum delivery and organizing and conducting the various programs systematically. The common college activities are planned with active participation of the student's union. The execution on of the day-today activities preplanned is effectively ensured with the positive and innovative support the students union. The student 's union plays a pivotal role- in organizing all the major events and celebration of the different days like induction Programme Cultural, annual day, annual sports day, independence day, Republic day and numerous training programmes like computeracy, legal literacy, soft still and communication skill, seminars and workshops conducted for the benefits of the students. The student's union and its members work as a bridge between the students and administration and it negotiates between the two regarding various activities putting the students interest at the centre and they play their vital role in smooth functioning of the institution. They take up their responsibilities seriously and discharge their duty earnestly. The union seeks and ensures the active participation in all the initiatives and activities of the college, the office beavers and other members actively participate in different clubs, association and committees and render their valuable services in different activities of the college, organized time to time and such participation does not only provide the exposure but also Contributes a lot in their personality development and skill enhancement accompanied with event management. Student Union Contribution is also rendered at department level in different clubs and societies. The contribution of student's union is duly recognized and they are facilitated at the end of the session.

Objective of the student's union

- Healthy relation between students and Staff
- fostering leadership quality
- Creating in transparent and active governance and administration Union's representation in various academic and administrative Bodies. The active representation of student union is ensured in Rajeev Gandhi Govt. P.G. College Ambikapur and followings are some of the bodies of students representation:
 - Academic council of the College
 - Board of studies of the Departments
 - Anti-ragging Committee of the College
 - Grievance Redressal Cell of the college
 - Association of the Departments.
 - Representation in IQAC
 - Several other committees of the College.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

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

Response: 2.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.24	0.56	0.38	0.26	0.22

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

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

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

Response:

Alumni Contribution and engagement Alumni association is constituted with intension to establish the close interaction between the institution and almanac. It is formed with the objective of sharing knowledge, experience and opportunities and so to seek the support of the expertise of the alumnae for academic and institutional development, as they belong to diverse fields with their respective skills to strengthen the skill and expertise of the students on the one hand and on the other. Their offer/suggestions related to academic institutional/infrastructural enhancement to meet the global challenges and opportunities.

The meeting a alumni association provides the opportunity and scores of alumnae to meet their friends batch mates, peers and teachers and so to share their experiences. It provides the opportunity to feel them rejuvenated and rejoiced with their interaction and recollection of the bygone student days and remainenergized till their next meet This institution strikes hard in maintaining a very vibrant relation With its alumnae. They are provided with a platform to interact, think and plan the betterment of their institution. The alumni meeting remains fruitful on several counts; they assist the student community with their skills and experience so promote the community feelings accompanied with shaping the future of the current student and nurturing.

Their dream and horizon and creating stronger bond with the Institution. It helps in strengthening the bond between alumnae and institution and bringing the alumnae at a common plate form. Such meetings are held sometimes with association members and at least once with all the alumni at least with those who can ensure their presence on the auspicious occasion. They enjoy the day recollecting the memory of class room teaching with physical visit and share their experience after leaving the institution and also about the challenges and secrets to success.

The contribution of Alumni

- They are invited as guest and resource persons in seminar and conferences to address.
- Their suggestion to enrich the curriculum is sought and incorporated in the meetings of Board of studies.
- Alumni's representation is ensured in BoSs.
- Alumnae are invited as experts in different programmes, placement workshops and social welfare lectures.
- Alumni serve as members of the Research Committee.
- They act as external examiners. UG/PG viva-voce exams.
- The contribute towards students welfare by contributing for books, scholarships and some basic minimum facilities.
- The alumnae from private sectors support in student's placement initiatives.

Our Alumnae of Pride

1. Justice Sunil Sinha, Chief Justice, Sikkim High Court sikkim
2. Ram Vihar Netam, former Minister of Higher Education, Govt. of Chhattisgarh and presently Minister of Tribal welfare and Panchayatvibhag.
3. Ram Sevak Paikra, Honourable former Home Minister, Chhattisgarh
4. Dr. Ajay Tirkey, Honourable Mayor of Nagar Palika Nigam Ambikapur
5. Awadh Bihari Singh, IAS
6. Vijay Agrawal, IAS
7. Ashok Agrawal, IAS
8. Dr. Sanjay Alang, IAS
9. Narendrashukla, IAS
10. Narendra Pandey, IFS
11. Priyank Pandey IFS
12. Ashok Ambasth, Scientist, PRI, Ahmedabad
13. A. Lakra, Additional Director, LokShikshan Raipur
14. H.R. Gupta, Director, Geological Survey of India.
15. Arun Shukla, Indian Statistical Department.
16. Dr. Kishor Chand Mukharji, Neurologist.
17. Shramdeep Sinha, Indian Revenue Services

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

“Education for Total Emancipation”

Mission:

The institution is committed to:

- Providing quality education with a focus on skill development.
- Promoting innovation and high-quality research.
- Engaging with society and the environment through extension and outreach activities.
- Strengthening ethical and moral values among stakeholders.
- Fostering love for the nation and appreciation of Indian traditions and culture.
- Ensuring national accountability through women empowerment.
- Offering global exposure to stakeholders.
- Advocating gender sensitization and respect for women.

Nature of Governance:

The institution operates under the competent leadership of the principal, who is supported by the Internal Quality Assurance Cell (IQAC) and various committees dedicated to accountability. The principal is empowered by the Department of Higher Education, Government of Chhattisgarh, to oversee academic programs, research, and extension activities.

To ensure effective governance, the institution has established a Janbhagidari Samiti by state regulations, alongside several committees, including the IQAC, Research Advisory Committee, Curriculum Committee, Admission Committee, Grievance Redressal Committee, and Purchase Committee. Senior faculty members serve as Heads of Departments, providing vital input in decision-making processes through their expertise and support.

Academic, administrative, co-curricular, and extracurricular activities are organized through regular meetings and frequent interactions with stakeholders. Examination responsibilities are managed by the Controller of Examinations, with assistance from Additional and Assistant Controllers, data operators, and Class III and IV staff. The college adheres to the directives and norms set forth by the UGC, MHRD, the Department of Higher Education, the Government of Chhattisgarh, and Sant Gahira Guru University, Sarguja, Ambikapur, its affiliated institution.

Faculty recruitment is conducted transparently through the Public Service Commission, with student

admissions based strictly on merit by government regulations. Teacher quality is evaluated through feedback and performance appraisals, with recognition given for regularity, research contributions, quality publications, and social outreach efforts. Faculty members are also motivated by various awards.

The Student Union plays a vital role in supporting student interests and operations. Other stakeholders, including industries, alumni, employers, and parents, contribute significantly to the implementation of activities and the academic enrichment of the institution.

Perspective Plan (Institutional Development Program):

To enhance academic services, the institution has established the following prospective plans:

- Introduce skill-oriented programs.
- Strengthen research, consultancy, and innovative practices alongside extensive industrial collaborations with startups.
- Enhance extension activities and social outreach programs.
- Expand the activities of the incubation center.
- Encourage faculty participation in decision-making bodies, ensuring active involvement in committees such as the IQAC, College Advisory, Academic Council, Board of Studies, Grievance Redressal, Internal Complaint, Discipline, Purchase Committee, Sports Committee, Library Committee, Admission Committee, and Environmental Awareness Committee.

The National Education Policy (NEP) has been implemented since 2022-23, offering an interdisciplinary curriculum to enrich the educational experience.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Internal Quality Assurance Cell (IQAC) has crafted a strategic plan for 2019-2024, responding to insights from the NAAC report, the Academic Audit report, and the institution’s vision and mission. This plan prioritizes equipping students with essential professional skills and enhancing international exposure, aligning the college's practices with modern educational demands and job market requirements.

To effectively bridge the gap between academia and industry, the Academic Council has approved a detailed action plan. The successful implementation of this strategic plan hinges on thorough internal and external academic audits conducted by experts, alongside feedback from various stakeholders.

As part of this initiative, the college has introduced Diplomas, Certificates, and Value Added Courses aimed at enhancing students' professional competencies, thereby better preparing them for the workforce. Collaborations with national institutes, NGOs, and industries have been established to provide students with exposure and entrepreneurial opportunities. Industry experts frequently visit to inspire students toward entrepreneurial pursuits. Additionally, the college offers coaching classes for competitive exams such as the PSC and NET/SET, which are crucial for recruitment in higher education. The Placement Cell organizes central-level coaching for general papers, while individual departments guide their respective major subjects. Students who qualify for PSC, NET/SET, and other competitive exams receive extra coaching for interviews through mock interviews coordinated at both central and departmental levels, facilitated by subject experts from the parent university and neighboring colleges.

Notably, in the most recent PSC exam for the Assistant Professor position, 34 students and research scholars from the college secured successful placements. Ongoing improvements in teaching methodologies, learning resources, infrastructure, and technology are implemented for the benefit of students.

To support the effective execution of its policies and strategies, the college has established a clear organizational structure. This hierarchy includes the Principal, the Governing Body, teaching and non-teaching staff, student representatives, and the Student Union. The leadership team oversees the planning, monitoring, and evaluation of both administrative and academic processes in alignment with UGC and State Government regulations.

The Principal acts as the academic and administrative head, playing a vital role in governance and policy implementation. The Governing Body, formed under UGC and State Government guidelines, monitors and streamlines policies based on recommendations from the Principal, Academic Council, Finance Committee, and faculty.

The Staff Council is responsible for implementing the strategic plan and making key decisions regarding the college's day-to-day administrative and academic affairs. The IQAC, established according to revised UGC/NAAC guidelines, coordinates college activities and collaborates with leadership to define policy statements and action plans aligned with the institution's vision.

The Student Union serves as a liaison between the student body and administration, ensuring that meeting minutes are recorded and action items are followed up. The Board of Studies and Academic Council are integral to curriculum design and revision, adhering to UGC guidelines. Additionally, an Autonomous Cell manages internal, semester, and year-end examinations while overseeing student awards and scholarships. Various non-statutory committees, such as the Finance Committee, Admission Committee, and Grievance Redressal Committee, employ a participatory approach in their operations.

Both teaching and non-teaching staff adhere to the service rules set forth by the State Higher Education Department, ensuring compliance with UGC guidelines for appointments and promotions. This comprehensive framework ensures the college remains committed to fostering an enriching educational environment.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The College being a Government Institution adopts the performance Appraisal system set as per the

norm of the state Government. The teaching and non-teaching staff of the College submit the self-appraisal Reports duly filled in the prescribed format, at the end of every financial year, to the principal. There are separate formats for teaching staff, librarian, sports, officer, Registrar, and class III and IV office staff i.e. C.R. format and PBAS format for teachers, CR format for non-teaching officers, and non-teaching office staff. The principal puts his remarks and sends them to the Regional Addition Director which ultimately reaches to commissioner and secretary of Higher Education, Govt. of Chhattisgarh. PBAS is used for the calculation of API by IQAC and subsequently by SLQAC. The performance of teachers is also assessed by the feedback of students, suggestions if any the improvements in teaching technique of any teacher, is conveyed directly to him/her to the needful.

The time-bound Pay Scale under the Career Advancement Scheme (CAS) formed by UGC applies to teachers and non-teaching officers getting UGC salaries. They are placed in the senior and selection Grade being eligible as per the norms of CAS on the orders issued by the State Govt. The teachers are promoted from the post of Assistant Professor to Associated Professor, Professor, UG Principal, P.G.Principal after the DPC (Departmental Promotion Committee) is held which is chaired by the Secretary of, the Department of Higher Education and Coordinated by the Chairman of the State Public Service Commission, based on performance Appraisal Report, participation in the prescribed number of Orientation, Refresher courses, the Research works undertaken and API score as per UGC norms. The time-bound pay scale is also provided to the non-teaching staff to the next pay band as per the provisions and order of the State Government. Class IV staff is promoted to class III, Grade III, Grade II, Grade I (Head Clerk), Hostel Superintend, and ultimately to the Post of College Registrar. Besides this, the College also extends its Commitment to implement all welfare measures provisioned by the State Government for its teaching and non-teaching staff. Both teaching and non-teaching staff are entitled to Maternity/paternity leave, Child Care Leave, Casual Leave, Special Project Leave, Earned Leave, Medical Leave, and Duty Leave as applicable to them. Whereas teachers are provided with study leave, Special Leave to attend Orientation Courses, Refresher Courses, Seminar, Conference, Workshop etc. The spouse or wards get an appointment on compensatory grounds. Class IV non-teaching staff get uniforms every year and a monthly washing allowance whereas Class III Lab Technicians only receive aprons.

Financial support is also a key component of the welfare measure. The teaching and non-teaching staff are provided with dearness allowance, House Rent Allowance, Project allowance, General Insurance scheme, Travelling allowance, Medical Bill reimbursement GPF advance, and Part final. Teachers receive Advance increments for Ph. D. and M.phil degrees where whereas office staff receive Medical allowance, Grain advance, and festival advance so that they can celebrate festivals well. Teachers also receive seed money for Minor Research and also permitted to pursue Ph.D.degree.

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

6.3.2

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

Response: 3.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	4	0	0	1

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

6.3.3

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

Response: 42.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
60	45	21	16	09

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

utilisation of resources

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

Response:

The College has a well-defined resource mobilisation policy which helps the college to ensure the optional utilisation of resources available in the College. The College calls the proposals of needs and demands from various departments, sections, cells and committees, sports, library and the College Planning committee at the beginning of the session. These proposals for needs and demands are scrutinised carefully by a Committee coordinated by the IQAC and chaired by the Principal. The Committee selects Various fund needs to which their needs and demands are to be met. Then they are sent to the purchase committee who after going through the purchase rules of the State and Central Government decides the procedure of the purchase i.e. CSIDC, GEMS or based on the Tender Calling System.

Further, the office puts up note sheets takes approvals, places orders, makes stock entry and physical verification of the articles purchased and finally the payments are initiated to the vendors.

Whereas in the case of construction and building maintenance proposals are sent to the local PWD, and The detailed estimate they received, fund is transferred to the PWD after bung which undertakes construction and maintenance work.

1. Funds received as grants from the State and Central Government This College is a Government College and it receives funds for Infrastructural development maintenance, Lab- laboratories and Books and Journals to assure quality education.
2. Use of College Auditorium and Ground Fee. The fees of Rs. 5000 and Rs. 25000 are collected for the use of the College Auditorium and Ground respectively from private bodies.
3. Donation in the Janbhagidari Fund.
4. Funds received from MLA and MP Funds
5. Major funds generated in the College through Fee Collected from the Student's Admission:

1. The admission fee structure is decided by the Department of Higher Education of the state which is very nominal and affordable to all the students and there is no violation of the norms laid down. No capitation fee is collected.
2. Self-financing Courses: (The College also runs self-financing courses/ programmes in the larger interest of the students of this area so that they do not need to travel to places at longer distances. For self-financing Courses College decides the fee structure with Janbhagidari Samiti Constituted under the provision laid down by the State Government. As this is a Government College, fees for self-financing courses are decided based on no profit and no loss to meet the expenses in catering for the specific programme at the local level.
3. Janbhagidari fee: Every student of the institution needs to pay the JanBhagidari fee decided by the JanBhagidari Samiti of the College. The fund generated. In this mode is utilized keeping in

view the larger interest of the students of all the programmes.

Optimum Utilization of Resources:

The optimum utilization of the funds is ensured by the Institution by the proposal and suggestion of the Planning Committee approved by the JanBhagidariSamiti of the Institution. The Planning Committee ensures prioritization of need-based and common utility while preparing the proposal for the Institution.

File Description	Document
Upload any additional information	View Document

6.4.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The college conducts internal and external financial audits regularly. The internal financial audit is conducted by an internal audit committee consisting of senior faculty members of commerce, economics, and mathematics, the college registrar, and the accountant of the college. The committee conducts internal financial audits monthly. The committee ensures that the procedures of the procurement and

purchase rules of the central as well as the state government are followed in letter and spirit. The internal audit committee examined the requisition for the procurement permission order, physical verification stock entry, permission for payment deduction of 1% TDS payment made, and a note sheet regarding it. The committee also examines the ledger entry at the monthly level and ensures that the ledger is up to date and that the bank balance in the ledger and the bank balance monthly bank statement are equal by comparing the ledger and the bank statement.

The Accounts of the external financial audit of the university grant committee UGC, RashtriyaUchchaShikshaAbhiyan (RUSA), Jan Bhagidari Self finance are audited by the local CA annually. The suggestions and observations are welcomed and procedural laps if any are rectified promptly. Whereas the periodical external financial audit of Government and Non-government funds generated by admissions fees collected from students are conducted by auditors of the Directorate of Higher Education of the Chhattisgarh and comptrellessAccountant General (CAG) Chhattisgarh. The auditors examine Bill vouchers, orders, stock entry register, Library Accession Register, and process of tender based on purchase rules of the state and Central Government in place during the purchase period. The Auditors also examine allocation and expenditure against it in the case of the government funds salaries, arrears, traveling allowance, medical bill reimbursement different advances and draws. The state auditors verify the service Books of faculty members and non-teaching staff and their pay fixation besides the pay fixation of the Teachers, Librarian, and Sports officers is verified and approved by the CAG during the process of audit in the college the auditors put forth their doubt ask on clarification on misplace of any bill and vouchers daily and the principal and his office clarify or rectifies those anomalies. But after completion of the Audit if any objections are they are conveyed to the Directorate, Higher Education and Commissioner orders the Principal to set of audit objections. The audit objection in the CAG audit is also covered by the state govt.

The Mechanism to set the audit objection is vibrant. Those audit objections are sent to the concerned departments, sections the clarification/rectification for example if an error in an entry in the ledger is sent to the Accountant of the college for correction in the ledger, a mistake in the stock entry, is sent to the office staff responsible for stock entry mistake in pay fixation of the teaching and non-teaching staff are covered in the establishment of the college rectification. This responsive approach to audit objections ensures the profit rectification of those discrepancies and procedural lapses.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The Internal Quality Assurance Cell (IQAC) of the College plays a vital role in enhancing overall quality and implementing a robust Internal Quality Assurance system. Through strategic initiatives, the IQAC has successfully driven infrastructural development, including the construction of 13 additional classrooms funded by RUSA, the ongoing construction of the first floor of the library, and renovations to the College building. All 15 research centers are now equipped with modern facilities, and 10 classrooms have been upgraded with interactive panels. The college library has been fully automated, and significant improvements have been made to the Zoology, Chemistry, Physics, Psychology, and Anthropology laboratories with RUSA funds.

In response to recommendations from the NAAC during the second cycle, the IQAC has not only played a vital role in fill-up vacant teaching and non-teaching positions but has also created eight new posts with the support of the State Government. The College has embraced autonomy for all its programs, transitioning to a semester system. Additionally, career-oriented courses such as Value Addition Courses, Internship programs, and Entrepreneurship courses are now offered across all PG programs. An incubation center has been established and is functioning effectively.

To promote research, the IQAC has facilitated financial assistance for faculty members undertaking Major Research Projects (MRP), as well as support for national and international seminars and workshops on Intellectual Property Rights (IPR). The IQAC regularly reviews the teaching and learning processes, introducing participative methods such as class seminars, peer teaching, group discussions, and case studies using ICT. Experiential learning is emphasized, equipping students to tackle real-life problems effectively. Learning outcomes are assessed through Continuous Comprehensive Assessment (CIA) and Semester End Assessments, as well as through students' performance in competitive exams.

The IQAC has also initiated to provide Coaching for Competitive Examinations which is very popular among the pass-out and present students. Many students got success in the exam like state PSC and Assistant Professor Exams.

Notably, the IQAC has implemented significant examination reforms, introducing a four-tier question pattern based on Bloom's Taxonomy. Two key practices have been institutionalized as part of its quality initiatives:

1. Facilitation to the students to attain PO-CO and Graduate Attributes

The College now offers an outcome-based syllabus for all UG and PG programs. Program outcomes,

program-specific outcomes, and course outcomes are clearly defined in the syllabi, ensuring that all faculty members are aware of these objectives. This approach successfully facilitates students' abilities to demonstrate critical thinking, analytical skills, communication, and decision-making upon completion of their respective programs. Interdisciplinary forums and knowledge enrichment circles further support student development in these areas. Participatory teaching methods, such as class seminars, peer teaching, and group discussions, have been made mandatory, enhancing experiential learning and problem-solving skills.

2. Implementation of NEP 2020

The IQAC has taken on the challenge of implementing the four-year honors program, a significant undertaking under NEP 2020. Initially, many stakeholders, including faculty members, were unfamiliar with the provisions of the NEP. To address this, numerous workshops were organized to educate and sensitize faculty about its requirements. Faculty members subsequently developed an outcome-based syllabus aligned with a choice-based credit system, incorporating multidisciplinary honors programs that offer research and plain honors options with major and minor courses. Courses focused on skill enhancement and ability enhancement have also been implemented, providing opportunities for certification, diplomas, and degrees with multiple exit and entry points.

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

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

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

Response:

The institution reviews its teaching-learning process, structures, and Methodologies of operations and learning outcomes at periodic intervals through IQAC setup as per norms.

The institution has its review mechanism that Incorporates feedback sought from the different stakeholders regarding Curriculum and teaching learning methodologies and learning outcomes. The feedback is collected on the Curriculum and Teaching Learning process and is analyzed. A collective report on feedback after analysis is prepared reviewed and put up to the Principal by the IQAC and the Principal of the institution directs all the heads of the Department to incorporate the suggestions based on the feedback analysis in curriculum methodologies and learning outcomes.

Direct/Indirect Method of measurement of PO-CO attainment-

- The Learning outcome reviews are based on the performance of students in the internal assessments and performance in the class peer teaching as well as in the semester-end examination. Review of the Semester End Results and Report on the final Pass percentage.
- It is also reviewed by the success of students in competitive exams and getting jobs in private and Government sectors.
- The performance of the student in earlier board and semester-end examinations.
- The placement requirements as expected by the employers.

Based on the above curriculum revisions and methodological modifications students are provided with the facilities of smart teaching, online access, group discussion, Peer Teaching and academic counseling, internship, and entrepreneurship.

Academic Audit

(a) Internal Academic Audit – The IQAC of the College reviews the learning outcome on the basis self-academic audit internally by the concerned departments.

(b) External Academic Audit – The IQAC conducts External Academic Audit by the external committee. The suggestions and observations made in the reports are incorporated to enhance the quality teaching-learning process and learning experience of the learners.

Feedback Mechanism:

Feedback from different stakeholders like students, Parents, alumni, and teachers regarding curriculum and teaching-learning was obtained department-wise. The feedback obtained from all the stakeholders helps in re-shaping Curriculum and teaching learning process to make it effective in accordance to the Current trends in the global scenario. The change in the Syllabus is made based on the feedback of students, alumni, and subject experts in the respective BOS meetings of the different departments of the college. The change in the syllabus is ensured to ascertain the global needs and requirements based on practical applications as suggested in the meeting of the Board of the Studies of the departments that are comprised of the faculty members of the Department, subject experts nominated from other institutions of the country, and the alumni.

Feedback on the teaching-learning process helps in identifying the teaching process suitable to students of different types of learners. Based on different feedback the student's Smart panel is installed in some of the lecture halls of the institution besides chalk-Talk and Projector facilities. The facility of Smart Boards and interactive panel associates intensively even to slow Learners of the College as they succeed in grasping, Understanding, and interacting with the subject taught a little more comfortably than, Otherwise.

In this way, feedback-based curriculum and teaching-learning modification in the departments are ensured to make the teaching-learning process student-friendly.

Institutional reviews are the gateway to Improving the teaching-learning process strengthening teaching methodologies and rendering quality education to improve the levels of learning outcomes and employability.

File Description	Document
Upload any additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: B. Any 4 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Rajeev Gandhi Government Post Graduate (Autonomous) College, Ambikapur, is deeply committed to fostering gender equity and actively conducts gender audits to maintain comprehensive records of its female faculty members, Class III and IV staff, and female students, categorized by various demographics. Currently, the college employs 16 female faculty members from the General category, 4 from OBC, 13 from ST, and 4 from SC categories. In terms of staff, there are 2 from OBC, 5 from ST, and 1 from SC. The student body features a diverse representation, with 879 females from the General category, 507 from OBC, 909 from ST, and 95 from SC backgrounds.

Understanding the unique needs of its female community, the college has made significant provisions to support female faculty, staff, and students. This includes the establishment of two dedicated girls' common rooms and four women's restrooms across the campus. In an effort to enhance safety and create a secure learning environment, the college is equipped with CCTV surveillance systems that ensure well-defined boundaries for female students, further underscoring the institution's commitment to their safety and well-being.

To reinforce its dedication to gender equity, the college has formed a dedicated Women's Cell, tasked with monitoring gender discrimination issues and promoting awareness of legal and constitutional rights. This cell, led by a senior female faculty member and supported by other female faculty, plays a vital role in organizing regular gender sensitization lectures, workshops, and awareness programs aimed at educating the college community.

Over the past five years, the Women's Cell has been particularly proactive in addressing the concerns of female students, teachers, and staff, creating a campus atmosphere that strongly advocates for complete gender equity. The cell frequently hosts invited lectures focusing on the Vishakha guidelines, which educate all members of the college on women's rights in the workplace and provide essential information on how to navigate issues related to sexual harassment.

The Women's Cell also takes the initiative to conduct regular gender sensitization programs aimed at both female and male students, fostering mutual understanding and respect. These programs encourage open dialogue on gender-related issues, helping to dismantle stereotypes and promote equality among peers.

In addition to internal efforts, the college collaborates with women activists to lead discussions on broader gender issues, including campaigns against female foeticide. These initiatives aim to improve the

gender ratio in society and encourage women students to recognize and embrace their equality with male classmates. A strong emphasis on zero tolerance for gender discrimination is a guiding principle throughout the institution.

Furthermore, incorporating gender equity into the curriculum is an essential aspect of the college's mission. By ensuring that all students are educated about and understand the importance of equality in all areas of life, the institution prepares its graduates to be advocates for gender equity in their future endeavors.

This comprehensive approach not only cultivates a safe and inclusive campus environment but also empowers students to champion gender equality beyond the college setting, equipping them with the knowledge and confidence needed to advocate for change in the wider community. Through these concerted efforts, Rajeev Gandhi Government Post Graduate College demonstrates its unwavering commitment to promoting gender equity and creating an environment where everyone can thrive.

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

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

- Solid waste management
- Liquid waste management

- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The College recognizes waste management as a vital component of maintaining a healthy environmental standard across its campus. The college is committed to implementing effective strategies for managing all types of waste—solid, liquid, and e-waste—and takes proactive steps to ensure minimal environmental impact.

One of the college's noteworthy achievements is its significant reduction in paper waste. To support this effort, the administration has transitioned to a largely paperless operation, issuing all notices and communications electronically. This shift not only enhances efficiency but also contributes to the overall goal of sustainability.

The college systematically manages any solid waste generated on campus. To facilitate this, differently colored bins have been strategically placed throughout the premises for waste segregation. Students and staff are encouraged to utilize these bins appropriately, with the local municipal sanitary staff regularly collecting the waste for proper disposal. The Municipal Corporation is highly responsive in this regard, ensuring that waste is disposed of by local regulations. Additionally, solid waste from laboratories is carefully segregated and collected in bins that comply with government standards, further supporting responsible waste management practices.

Liquid waste management is another area of focus for the college. The liquid waste generated is redirected to irrigate the college garden, promoting sustainable practices. Furthermore, the college has implemented a rainwater harvesting system, which not only aids in water conservation but also plays a significant role in managing liquid waste effectively.

In terms of hazardous materials, the college adheres to stringent safety protocols. Dangerous chemicals, including bromine ampules and mercury electrodes, are securely stored in locked cabinets to prevent any risk of exposure. E-waste is disposed of in a systematic manner that complies with government guidelines and regulations, ensuring that harmful materials do not negatively impact the environment. Importantly, the college does not generate any biomedical waste, further underscoring its commitment to environmental safety.

An essential aspect of the college's waste management strategy is its collaboration with the Nagar Nigam (Municipal Corporation). The college has established a Memorandum of Understanding (MOU) with Nagar Nigam for comprehensive waste management services. This partnership facilitates regular waste collection and ensures that all waste disposal practices align with local regulations, enhancing the effectiveness of the college's waste management efforts.

In line with its sustainability goals, the college has adopted a strict policy against plastic waste. The campus is designated as a plastic-free zone, and no plastic materials are allowed to be littered. To enforce this policy, NCC cadets, NSS volunteers, and other stakeholders actively participate in weekly clean-up drives. They meticulously collect any plastic materials found on campus and ensure they are disposed of correctly, reinforcing the college's commitment to a plastic-free environment.

Through these concerted efforts, Rajeev Gandhi Government Post Graduate College demonstrates a robust and efficient waste management system that not only enhances the campus's environmental health but also instills a sense of responsibility among students and staff. By fostering a culture of sustainability, the college aims to set an example for the wider community and contribute to the global movement towards environmental conservation.

File Description	Document
Geo-tagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.5

Green campus initiatives include

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

Response:

This College values a green environment to the utmost degree and makes constant efforts to keep the campus perennially green. We have a very green garden planted with various plants and trees. This garden is regularly watered and tended by a dedicated group of garden-tenders. Besides, the garden as a 'landmark' green presence on our campus, this college takes regular steps of the plantation at different places of the college premises NSS/NCC Garden, pedestrians side, Golden Jubilee Garden, Courtyard,

Bo technical Garden, and Vidya Vritt and this makes and keeps the College area green and health-giving. The greenery of the campus is one of our chief concerns as an institution of higher education. By way of taking this concern seriously, the College administration, in every academic session, comprises a committee specifically devoted to the task of taking care of the College environment which includes the task of keeping the environment of the College Campus always green.

Cleanliness and greenery being integrally related, this college makes constant efforts to keep the premises clean. At regular intervals, Swachchhata Abhiyan (cleanliness drives) and uprooting of congress Grass which is harmful to health are undertaken by the teaching and non-teaching staff with the enthusiastic participation of students, especially the National Service Scheme (NSS) Volunteers and National Cadet Corps (NCC) of the College. We make every effort to dispose of the wastes and garbage systematically as the local municipal cleanliness staff assist us in this regard in an appreciable manner. The college NSS and NCC units conduct regular greenery and cleanliness awareness programmes for the students telling them that littering of used materials here and there is harmful to the greenery of the College campus. These efforts and steps have resulted in a satisfactory green and healthful environment on our College premises. This college has an active Eco club which plays a very good role in green initiatives of the teachers and students here.

By order of the College administration, entry of automobiles is prohibited into the college premises. This college has pedestrian-friendly pathways which make the walking movements of the staff, students, and visitors easy and smooth. As mentioned above, use and littering of plastic materials is banned here because the College campus has been administratively declared plastic-free and it is followed by all stakeholders of this college.

It is also notable in this regard that no plastic material is allowed to be littered on the College campus under the policy of a plastic-free campus. The NCC cadets and volunteers of NSS and all stakeholders of the College take care of Plastic disposal weekly. They take out the plastic material if there is any and put it in bins for proper disposal which ensures the campus plastic free.

For the promotion of sustainable agriculture by providing a controlled environment for plant growth construction of Green House is under process . Utilizing eco-friendly materials and energy-efficient designs, greenhouses can conserve water and support biodiversity. They serve as vital spaces for research, education, and community engagement, fostering awareness about environmental conservation and encouraging sustainable farming practices.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.7

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

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

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

Response:

The college is sensitive to the needs of the differently-abled stakeholders. Divyangjans are accorded a friendly environment as far as possible so that they carryout their functions in a hassle-free environment in this college.

These are a sufficient number of ramps which enable the Divyanjan students to have easy entry to their classrooms. These ramps have been built at appropriate locations to make such entry obstruction-free. Divyangjan-friendly washrooms are also available.

Sign-boards indicating the location of classrooms, offices and facility-counters are there at appropriate places which help the Divyangjan to reach there without any undue physical and mental pressure. There is sufficient light in the classrooms and corridors.

Under the Govt. scheme of helping the differently-abled persons such students and staff are provided mechanised vehicles which they may use to reach the campus and move with ease for their different purposes in the college premises.

There is an enquiry and information counter in the college which is always ready and available to help and assist the Divyangjan regarding their various needs. The teachers and all stakeholders are helpful and sympathetic to them. The teachers take special care to them and that them with love and affection. The Divyangjans enjoy this friendly environment have feeling of belongingness to the college.

At the time of examination both in internal and semester End Exams, scribes are provided to those differently – abled students who make a request for the same. Whenever it is necessary the seating arrangement of the Divyangjan is mad in the rooms at ground floor.

File Description	Document
Upload any additional information	View Document

7.1.8

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

Response:

Rajeev Gandhi Government Post Graduate College, Ambikapur, is committed to fostering an inclusive and discrimination-free environment for all its staff members and students. This commitment extends to visitors, including parents and guardians, as well as anyone who comes to the college for various purposes. The institution actively promotes values of mutual respect, tolerance, and harmony, recognizing and celebrating cultural, regional, linguistic, communal, socio-economic, and other diversities.

To achieve these aims, the college focuses on imparting quality education, particularly to marginalized groups, empowering them to feel equal and integrated within the broader college community. The admission process strictly adheres to government regulations regarding seat reservations, ensuring that students from all backgrounds—including SC, ST, OBC, General, and Divyangjan—are given equitable opportunities to join the institution. This adherence to inclusive policies enriches campus life, creating a diverse and vibrant community.

Cultural programs and events like Yuva Utsav (Youth Festivals) serve as platforms for showcasing a harmonious blend of artistic expressions from various cultures. Local tribal dances such as Karma, Sua, Gedi, Shaila, and Devigeet are popular attractions, reflecting the rich cultural heritage of the region.

Additionally, students express their creativity through themed Rangoli displays, which contribute to an inclusive atmosphere on campus.

The college has also partnered with Government College Bhavnagar in Gujarat under the "Ek Bharat Shreshtha Bharat" initiative, a part of the Rashtriya Uchchattar Shiksha Abhiyan program. This collaboration facilitates cultural exchanges that familiarize students with Gujarati culture through various programs and activities. Furthermore, departments within the college celebrate commemorative days, including National Unity Day and Sadbhavana Diwas (National Harmony Day), which play a crucial role in instilling values of inclusion and diversity among students and faculty alike.

In addition to these efforts, the National Service Scheme (NSS) units of the college organize special seven-day camps in nearby villages, such as Godgram, to promote awareness about social cohesion and harmonious living. During these camps, students engage with villagers in daily cultural programs, enhancing community ties and fostering an inclusive environment beyond the college campus.

Through these multifaceted initiatives, Rajeev Gandhi Government Post Graduate College not only strives to maintain an inclusive educational environment but also actively engages with the community to promote social harmony. The college's dedication to celebrating diversity and fostering respect among all stakeholders contributes significantly to its mission of ethical living and mutual understanding.

By embracing diversity in all its forms and taking deliberate actions to promote inclusivity, the college prepares its students not just for academic success but also for responsible citizenship in a pluralistic society. The commitment to these values ensures that every member of the college community can thrive in a supportive and respectful environment, setting a strong foundation for a more equitable future.

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

7.1.9

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

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

Response:

To foster a sense of responsibility toward constitutional values, rights, and duties among staff and students, Rajeev Gandhi Government Post Graduate (Autonomous) College undertakes various initiatives each academic year. The college administration forms committees and cells, such as the

Discipline Committee, Anti-Ragging Cell, and Women and Equal Opportunity Cells. These groups are dedicated to raising awareness and promoting activities aligned with constitutional aims and ideals.

Every year, the Departments of Law and Political Science celebrate events like Yuva Sansad (Youth Parliament) and Constitution Day on November 26th. During these celebrations, discussions focus on the process of Constitution-making and its essential provisions, including fundamental rights and fundamental duties. Faculty members, along with knowledgeable guest speakers, enlighten students and staff about the significance of constitutional rights, duties, and values. The Preamble of the Indian Constitution is recited during these events, reinforcing the core principles that guide our democratic framework. The ‘Samvidhan Sabha’ is also discussed, highlighting its meetings and efforts in promoting constitutional awareness.

In addition to Constitution Day, the college commemorates Human Rights Day on December 10th. This observance emphasizes the constitutional values of respecting the rights and dignity of all individuals. Activities include invited lectures, essay competitions, and debates that encourage critical thinking about human rights and their relation to constitutional principles.

The college also nurtures awareness of constitutional values through the annual celebrations of Independence Day, Republic Day, and Gandhi Jayanti. These events highlight the significance of freedom, equality, and justice—cornerstones of the Indian Constitution. Furthermore, National Science Day and National Mathematics Day are celebrated by the science faculty, promoting the constitutional value of scientific temper among students and staff, encouraging rational thinking and inquiry.

Teachers' Day is another significant celebration, during which the contributions of educators are acknowledged. This event fosters discussions about the importance of knowledge, dedication, and intellectual creativity, aligning with the values inherent in the educational system.

Moreover, the college annually celebrates NCC Day, NSS Day, and Red Cross Day. These occasions contribute to the sensitization of students and staff regarding constitutional values, practices, and responsibilities, reinforcing the importance of community service and civic engagement.

Through these initiatives, Rajeev Gandhi Government Post Graduate College instills a strong sense of responsibility among its community members. By emphasizing fundamental rights, fundamental duties, and the Preamble of the Constitution, the college prepares its students to be informed and responsible citizens. This holistic approach not only enhances awareness of constitutional values but also cultivates a culture of respect, tolerance, and civic duty within the campus, ultimately contributing to a more equitable and just society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: B. Any 3 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

The two best practices adopted by this college are: 1. coaching the student for competitive exams. 2. Mentoring the students for self-employment. These two best practices aim at ensuring gainful employment for the students through providing them adequate levels of information, knowledge, skills, and training, so that they might be able to get proper employment after completing their courses of study in this college.

Title of the best Practice – I

Center of Coaching for Competitive Examination (CCCE)

Objectives: -

Job – Oriented education is the need of the hour. Keeping this in our institutional view, we have started, since the session 2021-22, the practice of coaching our students for various competitive

examinations of national and state levels. The main exams for which such coaching is being provided include NET/SET, Civil services, state PSC and Vyapam. The objective of this best practice is to systematically utilize the academic resources, both human and infra-structural, of this college in a structured way to prepare the students to be able to face the job market of competitions with ability and confidence.

The context: The issue of employment after education was the context of behind starting this best practice. We thought that a systematic kind of coaching for competitive examinations will be helpful for the students as far as their prospects for getting jobs after they pass out of this college are concerned.

The Practice: To bring the idea and process of coaching on the ground, the College has its Centre of Coaching for Competitive Examinations (CCCE) with its dedicated class-rooms for teaching. There is a Co-ordinating committee whose work is to make time table for different subjects to be taught, provision of the syllabi to the students and the teachers concerned, and regularly monitor the coaching work so that it may run smoothly and productively.

Evidence of success: This best practice is running satisfactorily and is giving results. The beneficiary students are enthusiastic in attending coaching classes. The atmosphere of the College gives the feel of taking competitive examinations and proper preparation for them seriously. Some students have qualified high level competitive examinations. The number of those students who have cleared middle and small level of competitive exams is large. The faculty members are also very positive and enthusiastic about this institutional Endeavour.

Problems Encountered and Resources Required: This College is a large multi-faculty institution with the enrollment of more than five thousand students. One of the main challenges of our CCCE is to bring a proportionately appreciable number of students to these coaching classes. The main problem is that the number of beneficiary students is not as large as it should be, considering the large number of students taking admission in this college. The other problem is the schooling background of the students, which is, on average, not of an optimum level. This creates some difficulties for them to understand the syllabic content within the stipulated timeframe.

The resources required for this best practice to run fruitfully for the students are: technology-enabled classrooms and dedicated teachers. This college has at present both of these to at a satisfactory level. In future we will need more, especially some professional trainers for jobs from outside the College.

Best Practice - II

Title: Mentoring the students for self-employment

Objectives: The main objective of this best practice is to mentor the students for starting self-employment after their institutional life is over. This mentoring will result into a proper level of training of the students in the fields of understanding the idea of self-employment, how to start, which is viable and which is not, how to mobilize resources, and how to make it sustainable.

The Context: The issue of employment after education was the Context behind starting this best practice. We thought that a systematic mentoring of the students for employment will boost their prospects of getting employed in gainful ventures which will be started and owned by them. The College was to minimize the possibility of unemployment among our students.

The Practice: As it is clear in the title of this best practice, under it the students are mentored for self-employment. For this to happen there is a senior faculty member appointed for this purpose. This faculty member is also in charge of the College Incubation Centre. Mentoring work is done through taking the students to business locations, giving them training for self-employment and invited lectures by employment experts. This practice has great relevance for the employment related future of our students. But it faces some constraints and limitations. The number of beneficiary students is not satisfactory considering the large number of enrolled students. There are some financial restraints also.

Evidence of success: This best practice is running Satisfactorily and is giving results. The beneficiary students are enthusiastic about getting mentored, though their number is not of the desired level. The atmosphere of the College has changed in the sense that the students feel increasingly interested and oriented toward the idea of self-employment. Some students have started their own self-employment of various kinds and financial investments.

Problems Encountered and Resources Required: One of the main problems in this best practice is to convince the students about the efficacy of getting mentored for self-employment. The background of most of the students enrolled here is rural and agricultural, the beneficiary students take time in getting convinced about the benefits of mentoring for self-employment. But the dedicated efforts of the mentors have borne fruits and students are gradually coming forward for it. As far as requirements of resources for this best practice are concerned, technology driven facilities and adequate finances are required to give it a more practical shape.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Situated in the tribal heartland of Chhattisgarh, Rajeev Gandhi Govt. Post Graduate College stands as a remarkable institution dedicated to transforming lives through education. In a region grappling with economic challenges, this college emerges as a pillar of hope and progress, providing quality education and fostering holistic development for its diverse student body belonging to Schedule tribe ie. PANDO, adopted by the first president of India, PAHADI KORBA, URAON, etc. Its commitment to empowering the under privileged, innovative teaching methodologies, and extensive community engagement set it apart as a distinguished educational establishment in India.

Commitment to Quality Education

At the core of Rajeev Gandhi College's distinctiveness is its unwavering commitment to delivering high-quality education. The college is proactive in aligning its curriculum with the NEP, making it a frontrunner in implementing progressive educational frameworks in the region. By adopting a multidisciplinary approach, the institution prepares students to tackle real-world challenges with a comprehensive skill set. This holistic educational model not only promotes critical thinking but also encourages creativity and innovation, essential traits for success in today's fast-paced world.

The college recognizes the vital importance of connecting academic learning with industry requirements. By fostering partnerships with local businesses and industries, it ensures that its curriculum remains relevant and responsive to the dynamic job market. This strategic alignment equips students with the practical skills and knowledge necessary for immediate employment, enhancing their career prospects upon graduation.

Experiential Learning Opportunities

One of the hallmarks of Rajeev Gandhi College is its emphasis on experiential learning. The institution provides numerous opportunities for students to engage in internships, field trips, and research projects. These hands-on experiences allow students to apply theoretical knowledge in practical settings, bridging the gap between classroom learning and real-world application. Such initiatives not only deepen understanding but also cultivate essential soft skills, including teamwork, communication, and adaptability—qualities that employers highly value.

Moreover, the college is dedicated to supporting students from marginalized backgrounds. Special coaching programs are designed to cater to their unique challenges, ensuring equitable access to educational resources. This targeted approach empowers students in fields such as education, administration, law, commerce, computer science, and entrepreneurship, enabling them to break free from the cycle of poverty and achieve their aspirations.

Community Engagement and Social Responsibility

The College extends its impact beyond academics through a strong commitment to social responsibility and community engagement. The institution actively participates in outreach programs that promote civic awareness, social justice, and community welfare. Initiatives such as voter awareness campaigns, gender equality workshops, and health drives are designed not only to educate students but also to instill a sense of responsibility toward society. Students learn the importance of giving back to their communities, preparing them to be informed and responsible leaders who can drive positive change.

Alumni Achievements and Lasting Impact

The legacy of Rajeev Gandhi College is vividly illustrated by the success stories of its alumni. Graduates from this institution have made significant contributions across various sectors, including education, politics, administration, industry, and journalism. Their diverse career paths reflect the comprehensive education and skill development they received during their time at the college.

Notable alumni have emerged as influential leaders, policymakers, and change-makers, showcasing the college's role in nurturing individuals who can effectively navigate and impact society. The success of these graduates serves as a testament to the institution's commitment to excellence and its dedication to fostering talent. Their achievements inspire current students and reinforce the college's reputation as a distinguished institution committed to developing the leaders of tomorrow.

A Holistic Learning Environment

At the College, education transcends the boundaries of traditional academics. The institution fosters a vibrant campus culture that encourages extracurricular activities, promoting the all-rounded development of students. By supporting participation in sports, arts, and cultural events, the college cultivates a dynamic environment where students can explore their interests and talents.

This holistic approach to education nurtures well-rounded individuals equipped to face the complexities of life. The college's commitment to experiential and practical learning extends beyond the classroom, providing students with opportunities to gain insights from the real world. This exposure not only enhances their educational experience but also prepares them for the challenges they may encounter in their professional lives.

Embracing Diversity and Inclusion

The College prides itself on its diverse and inclusive environment. The institution welcomes students from various backgrounds, ensuring that everyone has the opportunity to thrive. By fostering a culture of respect and understanding, the college creates an atmosphere where differences are celebrated, and collaboration is encouraged.

This inclusivity is vital for fostering a sense of community and belonging among students. It empowers individuals to share their unique perspectives and experiences, enriching the learning environment. By embracing diversity, Rajeev Gandhi College prepares students to work effectively in a globalized world, where cross-cultural understanding is essential.

Innovative Teaching Practices

The faculty of the College is dedicated to employing innovative teaching practices that enhance student engagement and learning outcomes. By incorporating technology and interactive methods into their teaching, instructors create an enriching learning experience that captivates students' interests. This commitment to innovation not only makes learning enjoyable but also encourages students to take an active role in their education.

Furthermore, the faculty's focus on mentorship and guidance ensures that students receive personalized support throughout their academic journey. This supportive environment fosters a strong teacher-student relationship, which is crucial for students' growth and development.

In conclusion, the College, of Ambikapur, stands out as a distinguished institution dedicated to excellence in education and community service. Its commitment to quality education, innovative teaching methodologies, and extensive community engagement create a unique learning environment that empowers students to succeed. The college's focus on inclusivity and social responsibility prepares graduates to be informed and responsible leaders, capable of driving positive change in their

communities.

As the College continues to shape the future of its students, it solidifies its role as a transformative force in the tribal region of Ambikapur. The success of its alumni further underscores the institution's impact, inspiring generations to come. By fostering a culture of excellence, empathy, and social responsibility, Rajeev Gandhi Govt Post Graduate College not only changes lives but also emancipates significantly to the socio-economic development of the region it serves.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

As described at the proper places in the Self-Study Report (SSR), Rajeev Gandhi Govt. PG College Ambikapur is located in a geographical area of the state of Chhattisgarh which is characterized by the fact that the majority population belongs to the Scheduled Tribes. This fact is very important in the sense that the largest intake of our students is from the economically weaker sections of society. So, naturally, our institutional responsibility is to impart quality holistic education to these students with outcome-based commitments toward teaching, learning, and research. We enrich our commitments through our sincere efforts at the level of introduction of impactful courses, effective classroom teaching, research activities, and extension activities, co-curricular and extra-curricular activities.

The notable feature of our institution is that there are fifteen Research centers for Ph.D. degrees here. This belongs to the Physical sciences, Social Sciences, Commerce, and Humanities. A large number of the research scholars enrolled at these centers come from the weaker sections. Academic discipline like regular attendance, and monitoring of research works and their outcomes is not allowed to be compromised. This has resulted in uplifting the research scholars to the socio-academic status of excellence.

We can say that the research-related institutional efforts of this college are points to be taken into account while assessing our performance as an institution of higher education located in a particular context of socio-economic challenges as mentioned above in this piece of additional information.

Concluding Remarks :

Being an autonomous Multi-Facility college, Rajeev Gandhi Govt. P.G. College, Ambikapur is playing its due role as an institution of higher education. The multiple impacts of this role have been reflected in the metrics of the different criteria of the self-study Report (SSR)

The task of framing syllabi of various courses and programs is taken seriously. Multiple relevance and cross-cutting issues are kept in view while designing the curricular component of the subjects concerned from time to time as needs arise, due to changes introduced in them. This College gives due importance to the job-oriented course materials which form integral parts of our Value Added Courses and skill Enhancement courses.

Effective delivery of the curricular contents through classroom teaching is ensured in full measure.

Research and teaching go hand-in-hand. Our teachers do quality research work as evidenced by the details given in the metrics concerned. We have adequate physical and human infrastructure to ensure the optimum levels of teaching, learning, and research activities.

To strengthen the student's various capabilities, various co-curricular and extracurricular activities are organized.

The career guidance cell of this College works sincerely in the direction of guiding and preparing the

students for jobs of various kinds. Organization of career awareness training, Coaching for competitive examinations, and inviting placement agencies from time to time are our regular institution's efforts.

The IQAC of this College is active in ensuring the quality of our institutional life. The College Administration is fully conscious of the need to incite quality steps toward fulfillment of the potential of excellence of our teachers and Students.

Our two best practices- coaching for competitive exams at a dedicated center and mentoring the students for self-employment- are the evidence of our institutional efforts to cater satisfactorily to the job-related requirements of the students who Largery belong to the weaker sections of societies.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :5</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
1.4.1	<p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
3.1.2	<p>The institution provides seed money to its teachers for research</p> <p>3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3.00</td> <td>2.00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared reports.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	3	2	0	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	3.00	2.00	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
3	2	0	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
3.00	2.00	0	0	0																	
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification : 197</p> <p>Answer after DVV Verification: 110</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				

3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years</p> <p>Answer before DVV Verification : 58 Answer after DVV Verification: 33</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years</p> <p>3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>37</td> <td>21</td> <td>15</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>26</td> <td>16</td> <td>11</td> <td>16</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	67	37	21	15	19	2023-24	2022-23	2021-22	2020-21	2019-20	45	26	16	11	16
2023-24	2022-23	2021-22	2020-21	2019-20																	
67	37	21	15	19																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
45	26	16	11	16																	
3.7.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :9</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>100.11</td> <td>103.57</td> <td>62.01</td> <td>161.08</td> <td>75.17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2023-24	2022-23	2021-22	2020-21	2019-20	100.11	103.57	62.01	161.08	75.17										
2023-24	2022-23	2021-22	2020-21	2019-20																	
100.11	103.57	62.01	161.08	75.17																	

2023-24	2022-23	2021-22	2020-21	2019-20
65.32	49.6	48.02	66.95	41.25

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
63.89	64.41	15.96	7.18	13.33

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
23.65	44.02	11.85	7.18	11.5

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
630	622	507	515	502

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	1

Remark : DVV has not consider shared excel sheet as per SOP.

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

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
43	8	152	128	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	1

Remark : DVV has not consider shared excel sheet as per SOP.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	16	15	02	08

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	11	12	01	06

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
124939	56800	38400	26800	22500

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1.24	0.56	0.38	0.26	0.22

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10	7	0	0	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	4	0	0	1

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
131	63	27	33	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

60	45	21	16	09
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Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>80</td> <td>73</td> <td>73</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>80</td> <td>73</td> <td>73</td> <td>73</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	79	80	73	73	73	2023-24	2022-23	2021-22	2020-21	2019-20	57	80	73	73	73
2023-24	2022-23	2021-22	2020-21	2019-20																	
79	80	73	73	73																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
57	80	73	73	73																	
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 80</p> <p>Answer after DVV Verification : 57</p>																				