

# ANNUAL QUALITY ASSURANCE REPORT

(AQAR)

2013-14

Submitted to

**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL**

Bangaluru 560072



Submitted by

**Govt. Bilasa Girls P.G.College Bilaspur (C.G.)**

(Affiliated to Bilaspur University, Bilaspur)

Link Road, Bilaspur (C.G.) 495001

Tel. 07752-224249, 409952

Email: [bilasagirlscollege\\_bilaspur@rediffmail.com](mailto:bilasagirlscollege_bilaspur@rediffmail.com)

Website: <http://bilasagirlscollege.ac.in>

**Office of the Principal, Govt. Bilasa Girls P.G. College, Bilaspur (C.G.)**

No. 987 NAAC/IQAC/2014

Date 7/10/2014

From: Dr. J.P. Sheohare  
Principal,  
Govt. Bilasa Girls' P.G.College  
Bilaspur(C.G.)

To  
The Director  
National Assessment and Accreditation Council  
P.O.Box No. 1075 Nagarbhavi  
Bangalore, 560076

Subject: Submission of AQAR report for the year 2013-14 .

Reference: Track ID- CHCOGN 12598/2012.

Respected Sir,

With reference to above cited subject, herewith, we are submitting the AQAR Report for the year 2013-14. The same will be uploaded on the college's website. <http://bilasagirlscollege.ac.in>.

With regards,

Place: Bilaspur(C.G.)  
Date: 7.10.14



(Dr. J.P. Sheohare)  
Principal  
Govt. Bilasa Girls P.G. College  
Bilaspur(C.G.)

## The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

### Part – A

#### 1. Details of the Institution

1.1 Name of the Institution

Govt.Bilasa Girls  
P.G.College,Bilaspur(C.G.)

1.2 Address Line 1

Link Road ,Bilaspur(C.G.)

Address Line 2

City/Town

Bilaspur

State

Chhattisgarh

Pin Code

495001

Institution e-mail address

Bilasagirlscollege\_bilaspur@rediffmail.com

Contact Nos.

07752-224249

Name of the Head of the Institution:

Dr. J.P.Sheohare

Tel. No. with STD Code:

07752-224249

Mobile:

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 **NAAC Track ID** (For ex. MHCOGN 18879)-

1.4 Website address:

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR201213.doc>

#### 1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B++	81%	2006	2011-12
2	2 <sup>nd</sup> Cycle	A	3.04	2014	2019
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.6 Date of Establishment of IQAC: DD/MM/YYYY

1.7 AQAR for the year (for example 2010-11)

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

AQAR 2009-10\_Submitted to NAAC on (5/10/2013)  
 AQAR\_2010-11 Submitted to NAAC on (5/10/2013)  
 AQAR\_2011-12 Submitted to NAAC on (5/10/2013)  
 AQAR\_2012-13 Submitted to NAAC on (5/10/2013)  
 AFTER Reaccreditation (II Cycle)  
 AQAR\_2013-14 Submitted to NAAC on (10/06/2014)

1.9 Institutional Status

Submitted to NAAC on (5/10/2013)

University                      State  Central  Deemed  Private   
 Affiliated College              Yes  No   
 Constituent College            Yes  No   
 Autonomous college of UGC    Yes  No   
 Regulatory Agency approved Institution    Yes  No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution    Co-education  Men  Women

Urban  Rural  Tribal

Financial Status    Grant-in-aid  UGC 2(f)  UGC 12B

Grant-in-aid + Self Financing  Totally Self-financing

1.10 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI (Phys Edu)   
 TEI (Edu)  Engineering  Health Science  Management   
 Others (Specify)

1.11 Name of the Affiliating University (for the Colleges)

Bilaspur University, Bilaspur(C.G.)

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

STATE

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (Specify)

UGC-COP Programmes

## 2. IQAC Composition and Activities

2.1 No. of Teachers

8

2.2 No. of Administrative/Technical staff

1

2.3 No. of students

0

2.4 No. of Management representatives

1

2.5 No. of Alumni

2.6 No. of any other stakeholder and  
Community representatives

1

2.7 No. of Employers/ Industrialists

1

2.8 No. of other External Experts

2.9 Total No. of members

13

2.10 No. of IQAC meetings held

1

Revised Guidelines of IQAC and submission of AQAR

2

4

Page 6

2.11 No. of meetings with various stakeholders: No. Faculty

Non-Teaching Staff  Students  Alumni  Others

2.12 Has IQAC received any funding from UGC during the year? Yes  No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.  International  National  State  Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

Drinking Water facility in the left wing of the college premises, village health & awareness campaign, Academic collaboration with eminent institutes of the town, Audio-lab for blind

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality Enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
To provide drinking water facility in each wing	Completed
To organise a health check-up & blood donation camp for students	Under the banner of Red Cross Society 2 days Blood Donation & health camp organised in college
Establishment of Audio-Lab for the blind students	Lab established and Recording of chapters in various subjects are still in Progress
Organise 7 days village camp	Organised. In village Pand, Dist. Bilaspur NSS Unit successfully organised the camp. Various activities-Social awareness programmes, haemoglobin test of women, environment awareness camp, yoga for children, village cleanliness services, cultural programme for villagers etc.
Guest lectures in various discipline	

Maintenance of college building & premises	Guest lectures organised by the department of Maths, Chemistry, English, Urdu, Hindi, Geography, history.
To start short term professional courses.	Renovation of college building(Tiles& flooring, ledge, pipelines, soak pits) Started 6 skill development programme (stitching-knitting, Beauty-parlour, Jewellery making, Bag making etc.) with the collaboration of ITI, Koni, Bilaspur(C.G.) more than 500 students joined

\* Attach the Academic Calendar of the year as Annexure.( Annexure-I)

2.15 Whether the AQAR was placed in statutory body Yes  No

Management  Syndicate  Any other body  IQAC

Provide the details of the action taken

Drinking Water facility in the left wing of the college premises, village health & awareness campaign, Academic collaboration with eminent institutes of the town, Audio-lab for blind, Guest Lectures organised, Skill development programme run successfully, Annual Function, Annual Sports Meet, Induction Meeting, celebrated "STHAPANA DIVAS", Parent-Teacher Meet, Alumni Meet etc. Voting awareness programmes.

## Part – B

Criterion – I

### 1. Curricular Aspects

#### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG	17	-	02	
UG	5	1	1	
PG Diploma	3		3	
Advanced Diploma				
Diploma	1		1	
Certificate	8		8	
Others				6
<b>Total</b>	34	1	15	6



Interdisciplinary	-			
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	yes, at P.G Level
Trimester	
Annual	yes, at UG level

1.3 Feedback from stakeholders\* Alumni  Parents  Employers  Students

(On all aspects)

Mode of feedback : Online  Manual  -operating schools (for PEI)

\*Please provide an analysis of the feedback in the Annexure (Annexure- II)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

In this year very few changes have been made in syllabi.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NIL

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
60	47		13	

2.2 No. of permanent faculty with Ph.D.

53

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
	3				13				16

2.4 No. of Guest and Visiting faculty and Temporary faculty

18		
----	--	--

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	6	24	
Presented papers	6	20	
Resource Persons		2	

2.6 Innovative processes adopted by the institution in Teaching and Learning:

ICT based teaching ,Interactive teaching adopted
--

2.7 Total No. of actual teaching days during this academic year

205
-----

2.8 Examination/ Evaluation Reforms initiated by the Institution

(for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Photocopy
-----------

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

60		
----	--	--

2.10 Average percentage of attendance of students

75%
-----

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
UG (Final Year)	595		46.97	44.01	1.4	92.3
PG(Final Year)	249		80.32	18.07	0.8	99.8

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

Through Academic Audit, IQAC assess the academic performance of each department and the faculty against the set targets for the year. Convenor of Academic Audit Committee, review each department and offer suggestions for improvement.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	02
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	20
Staff training conducted by college/ other institutions	46
Summer / Winter schools, Workshops, etc.	01
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	06	01	NIL	NIL
Technical Staff	19	02	NIL	NIL

### Criterion – III

#### 3. Research, Consultancy and Extension

##### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

To promote the research environment in the institution, Research facilities are provided by the college through enhancement of infrastructure facilities in the laboratories. Started Academic collaboration with CIMS Bilaspur, Coal Laboratory SECL Department of Geography, Rani Durgavati University .etc. Guest lectures are organised to exchange the knowledge with students & faculties

##### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	NIL	NIL	-NIL	-NIL
Outlay in Rs. Lakhs				

##### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	NIL	11	UGC	NIL
Outlay in Rs. Lakhs		657000/-		

##### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	2		
Non-Peer Review Journals	5	12	
e-Journals	02		
Conference proceedings	01	1	

##### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

##### 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	nil	nil	nil	nil
Minor Projects	11	UGC		
Interdisciplinary Projects	1	UGC	60000/-	45000/-

Industry sponsored	nil	nil	nil	nil
Projects sponsored by the University/ College	nil	nil	nil	nil
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total	12	UGC	60000	45000

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

3.9 For colleges Autonomy  CPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	NIL	NIL	NIL	NIL	NIL
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From funding agency  From Management of University/College   
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	01
	Granted	NIL
International	Applied	NIL
	Granted	NIL
Commercialised	Applied	NIL
	Granted	NIL

3.17 No. of research awards/ recognitions received by faculty and research fellows  
 Of the institute in the year

Total	International	National	State	University	Dist	College
04	NIL	04	NIL	NIL	NIL	NIL

3.18 No. of faculty from the Institution

Who are Ph.D. Guides   
 and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF  SRF  Project Fellows  Any other

3.21 No. of students Participated in NSS events:

University level  State level  National level  International level

3.22 No. of students participated in NCC events:

University level  State level  National level  International level

3.23 No. of Awards won in NSS:

University level  State level  National level  International level

3.24 No. of Awards won in NCC:

University level  State level  National level  International level

3.25 No. of Extension activities organized

University forum  College forum   
NCC  NSS  Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- 7 Days Village camp In Village – Paad, Tahsil Takhatpur was organised. 90 Students from the college participated .During the camp various activities were performed as Morning procession, Yoga, Physical Training, Health awareness & Health Check-up, Sports & Cultural activities etc.
- Mothers Meeting on child rearing practices and other problems regarding growth & development of the child was organised by the department of Home Science at Bhagini Mandal, Rajendra Nagar Bilaspur. PG students of the department visited old age homes to serve & make them aware regarding health & hygiene.
- Department of geography visited to village Paad, Vijaypur, Bapaputi, Bhasajhar to conduct socio-economic survey & environmental awareness.
- Staff & students of the college participated in Voter awareness Rally and Street play was performed by the students of the college.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	17acres	Nil	Nil	17acres

Class rooms	25	Nil	Nil	25
Laboratories	10	Nil	Nil	Nil
Seminar Halls	01	Nil	Nil	Nil
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.		Nil	Nil	Nil
Value of the equipment purchased during the year (Rs. in Lakhs)		Nil	Nil	Nil
Others	Nil	Nil		Nil

#### 4.2 Computerization of administration and library

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Computerization of Administrative work is in process.</li> <li>• Reading room is connected with internet facility.</li> <li>• Connectivity of E-Library is in process.</li> </ul> |
|--|

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	49667		1238	411193		
Reference Books	1239					
e-Books	Nil					
Journals	40		NIL			
e-Journals	Nil					
Digital Database						
CD & Video						
Others (specify)						

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	175	75	YES		39	3	58	
Added	Nil	Nil	Nil	Nil	Nil	Nil	Nil	
Total	175	75			39	3	58	



4.5 Computer, Internet access, training to teachers and students and any other programme for technology

Upgradation (Networking, e-Governance etc.)

- Free internet access facility is provided to the students.
- Networking training is also given to the students by the instructor in Computer Nodal

4.6 Amount spent on maintenance in lakhs :

i) ICT	125938
ii) Campus Infrastructure and facilities	25175
iii) Equipments	
iv) Others	66482
Total :	217595

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

IQAC forms various cells in enhancing student support services as Career and counselling cell, Placement cell, Student Union etc. These cells not only organise motivational lectures, workshops and other co-curricular activities but also tries to facilitate vertical movement of students toward employment. Parent –teacher Yojana gives opportunities to teachers for mentoring their students.

5.2 Efforts made by the institution for tracking the progression

- College takes keen interest in personality development of students and to achieve this goal efforts made by the college in this year are: - annual function, annual sports day, Student s Day, various literary competitions, Voters awareness Rally, Guest lectures etc.
- Various skill development programmes are also started with the collaboration of IIT Koni.
- ICT based teaching & availability of free internet facility makes the students more technocrats to gain the knowledge

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
2336	629	40	130

(b) No. of students outside the state

05

(c) No. of international students

Nil

Men	No	%	Women	No	%
				2965	100

Last Year						This Year					
Gen	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
801	487	485	976	10	2759	723	557	529	1146	10	2965

Demand ratio 1.44          Dropout % 2

#### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Faculty provide reading materials along with suggestions & guidance to the student.  
Prepare them to face the interview, motivate them through group discussion etc.

No. of students beneficiaries 500

#### 5.5 No. of students qualified in these examinations

NET NIL SET/SLET NIL GATE NIL  
IAS/IPS etc NIL State PSC NIL UPSC          Others 25

#### 5.6 Details of student counselling and career guidance

- Various programs were organised in the college by placement cell, to provide guidance and opportunities to the student in promotion of their carrier. These are as follows:-
- On 6<sup>th</sup> September, 2013 Career & Guidance Cell in collaboration with the Placement Cell organized a lecture on self-employment for the benefit of the students. Shri Harish Kedia, President and Director of ITI Koni addressed students and told them about the importance of small scale industries and how to open small cottage industries at a very low cost
- Guidance has given to students on “How to get Education Loan from bank for Higher studies “by SBI Officials
- Telephonic interview was organised in the campus by M.I.F.S.E. Bilaspur Branch on 25.9.2013.
- On line Employment registration camp was organised by Employment Exchange office in the campus. About 155 students were registered.
- Career & Guidance Cell in collaboration with the Placement Cell, deptt. of home Science and ITI, Koni organized a three-month training programme of Beauty Parlour Course, making of Artificial Jewellery and leather bags. After the completion of the training programme, about 47 students are appeared in the examination .They will be awarded Certificates by the Govt. of India.
- Chair person of ISMS Career Institute has delivered a lecture on “Career Guide Line or Motivation” on 4.01.14.
- In Livelihood Nipaniya, Bilha an Employment cum Career Fare has been organized on the 8<sup>th</sup> February, 2014. Several students of our college have registered themselves in the Rozgar Mela.
- Students of the college participated in Employment cum career fair at Nipniya,Bilha(C,G,)

No. of students benefited

500

#### 5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
3	300	15	35

#### 5.8 Details of gender sensitization programmes

Institution is already following the VISHAKHA GUIDELINES for gender sensitization. There is no such problem faced by the institution till date .

#### 5.9 Students Activities

##### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

##### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level  National level  International level

Cultural: State/ University level  National level  International level

#### 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	08	26000
Financial support from government	688	3475447
Financial support from other sources	NIL	NIL
Number of students who received International/ National recognitions	NIL	NIL

#### 5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

8

5.13 Major grievances of students (if any) redressed:

NIL

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

**VISION:** “Saa Vidya Yaa Vimuktaye” .

To make efforts to liberate & empowered young women of the region by imparting knowledge.

**MISSION:**

- To create a healthy academic atmosphere in the region.
- To promote quality education.
- To educate girls student and to uplift them financially, socially and culturally
- To conduct research and training programmes in various fields.
- Make efforts for overall personality development of the students.

6.2 Does the Institution has a management Information System

Yes, we have the participative management information system. Principal plays a leading role in governance of the college. He constitutes different committees involving the staff member for the proper execution of college development plans and the information is provided to all.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Curriculum design is based on UGC model.

Modifications are made to incorporate the regional needs based on feed back taken from stake holders, to prepare the students for Job opportunities, competitive exams, and research.

6.3.2 Teaching and Learning

- Institution follows the conventional as well as modern methods.
- To evaluate the teaching quality academic audit committee is formed.
- Interactive sessions are held in the respective departments for the exposure of the students.
- Learning based on outreach programme is also commenced.

6.3.3 Examination and Evaluation

Semester (PG) and Annual (UG) examination system are followed. Evaluation is on the basis of internal and external examination in the ratio of 20:80. Internal assessment includes Seminars, Project work, Viva-voce, unit test.

#### 6.3.4 Research and Development

- Faculty members pursue research activities on their own initiative.
- Faculties are encouraged to prepare and submit the minor & major research projects to funding agencies like UGC, CGCOST etc.
- College provide facilities with well equipped laboratories, books, journals to the faculties and scholars.

#### 6.3.5 Library, ICT and physical infrastructure / instrumentation

- Automation of Library & inflibnet is in progress.
- Audio-lab has been installed in reading room.
- Teaching in Smart class room has started.
- Free internet facilities are provided in the institution for the reference of reading material.
- Due to increase in the strength of students and as per the requirements, Physical infrastructure extension is made.

#### 6.3.6 Human Resource Management

Institution has provision to support the faculties and students in various ways- by organising seminars, by motivating teachers to attend seminars, Conferences, guest lecturers etc. by encouraging the faculty to publish research work and to take up project work.

#### 6.3.7 Faculty and Staff recruitment

Faculty and staff recruitment is as per the govt. rules by the Chhattisgarh govt. Janbhagidari Samiti recruits the temporary faculty and staff under the Self finance scheme.

#### 6.3.8 Industry Interaction / Collaboration

For the enhancement of the quality of research and skill development institute has collaborated with other reputed institutes like: CMPDI, Bilaspur, ITI KONI, Department of geography, R.D.University, Jabalpur(M.P.)\_

#### 6.3.9 Admission of Students

Institution follows Chhattisgarh govt. rules.

#### 6.4 Welfare schemes for

Teaching	As per Govt rule
Non teaching	As per Govt. rule
Students	Provision of Scholarship to SC, ST, OBC, Poor students

6.5 Total corpus fund generated Nil

6.6 Whether annual financial audit has been done  Yes  No  NO

6.7 Whether Academic and Administrative Audit (AAA) have been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	NO		YES	AAC
Administrative	YES	GOVT.	NO	

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes Yes  y No

For PG Programmes Yes  y No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

The efforts made by the college for examination reforms are-

Computerisation of examination process,

Continuous assessment of students is made through tests, seminar, & examination.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

- University administration gives liberty to prepare our own syllabi.
- Guidance & Support has been given by the University in nominating the members in various academic bodies, Counter signature of results, enhancement of Research activities, forwarding of college development Plans to UGC/RUSA etc.

6.11 Activities and support from the Alumni Association

- Alumni of the college actively participate in various programs organised by the college.
- Being the members of various academic committees (Academic council. Governing body, IQAC) alumni's play an important role in framing the syllabi and other development plans of the college
- Feedback derived from alumni is an important tool in formulating the reformation plans of college development.

6.12 Activities and support from the Parent – Teacher Association

Parent- Teacher association of the college organised parent-teacher meet twice a year to get feedback regarding academic progress of their ward and overall teaching environment of the college. They also discuss the problems facing by the student. Their full supports & cooperation in various outreach programme (7 days village camp, awareness Rally) is remarkable.

6.13 Development programmes for support staff

NIL

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

The College has established Environment Committee with a mandate to promote healthy environmental practices. It has taken various steps to keep the college campus green and eco-friendly. The following are few initiatives worth mentioning:

**Energy conservation:** The College is fast switching over to the use of alternative energy.

Energy saving CLF lights is used in many class rooms.

Proper care is taken to check unnecessary energy consumption by deputing adequate personnel.

Fixed time has been given for pumping ground water.

Maintenance of older electrical equipment and gadgets.

Installation of Transformer exclusively for the college is under process

**Use of renewable energy**

Solar system has been installed in new building to conserve energy. It is running successfully since last year. Thus cutting electricity bills, we are planning to extend it to other sections of the college.

**Water harvesting:**

Percolation pits/soak away pit have been constructed at two sites to recharge ground water.

Installation of Rain water harvesting system is under process and will shortly be completed.

**Efforts for Carbon neutrality:**

The College at its own level has taken up certain preventive measures to check the emission of carbon dioxide.

The college has curtailed emission of carbon by replacing firewood with LPG connections in the hostel for cooking.

The college has made arrangements for the parking of the vehicles of the students and teachers in definite parking area. This helps in keeping the campus clean.

The dead leaves and the waste papers are not allowed to be put on fire. The leaves are buried in the soil itself and the papers are disposed off.

**Plantation:**

plantation is done Every year by teachers and NSS/NCC cadets during Plantation week. Such efforts have made our campus green and beautiful.

A lavish lush green garden in the front makes the place pleasant

**Hazardous waste management:**

No radioactive hazardous waste are used in laboratories

Sufficient number of dustbins is available for deposition of waste within the campus and the same are collected by the local municipal authorities for disposal.

**e-waste management :** There is a firm which visits the campus to collect the e- waste.

## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Induction programme was organised for freshers to introduce them the autonomous scheme of the college, departments, on & off activities in the college, It benefits the students while making in - campus decisions in future.
- Collaboration was established with public schools, to impart environment education.
- First time Blood Test camp in nearby villages was organised by the institution
- Now onwards, Institution has decided to celebrate “STHAPANA DIVAS” which provide a platform to share views, suggestions of the ex -faculties and many other society members for self appraisal of the institution.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

ATR is as per the annual reports:

- Red Cross Society installed water cooler for drinking water in the common room and west wing of the college.
- Plantation was done between Golden Jubilee and Conference hall with the help of Rotary Club (women group)
- Students of NSS and Geography department circulated pamphlets regarding environmental awareness.
- Lectures were organized in the department of Hindi, Urdu, Geography, Chemistry, Zoology etc.
- Smart class room was installed to make students techno-friendly.
- Renovation of college premises was done by PWD.
- Career, Guidance and Placement Cell successfully organised three months, six skill development program in collaboration with Mahila ITI Koni, Bilaspur.
- For overall development of the students various literary, cultural, activities and sports were organised by the Student Welfare Committee and sports department.

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

- Shikshak-Abhibhavak Yojna
- Learning by outreach program.  
Details attached

\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)



#### 7.4 Contribution to environmental awareness / protection

- Tree Plantation was done in college premises as well as in rural sectors (Paad village) of the region.
- Environmental awareness campaign was organised in villages – Paad. Vijaypur, Bodsara.
- Delivered lectures in global warming in National Conference (Amrawati) and in schools of the region.
- Photographic Butterfly inventory has been prepared by department of Zoology to spread awareness for local faunal diversity.

7.5 Whether environmental audit was conducted? Yes  No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Enclosed in Annexure---

#### 8. Plans of institution for next year

##### Infrastructure

- Construction of Ramps for easy moving –facility for disable students of our college.
- For visually –challenged girl students we already have audio-based teaching methods, in future we will make available Brail system /Brail books for them .
- We will convert some class rooms as virtual classrooms. Provision of security cameras in every class room is in our future plan.
- We have 9 labs, separate for UG and PG, well equipped with all safety measures. With approx total space of 10800 square feet. Soon we will create facilities for virtual dissections in Zoology and Virtual demonstrations in Clinical biochemistry lab. Remote sensing Lab related with Geography dept. is our future plan of infrastructural development.
- Fully Automation of our library is in our future planning. Also inclusion of college in N-list is our prime plan.

##### Academic Quality

- Create some more Inter and Trans –disciplinary courses
- The laboratories of the Science Stream have been upgraded.
- We are committing to make academic audit committee more effective, with result –giving academic and examination reforms.
- We are opting semester-system in under-graduation level from the coming academic session, thus some effective examination reforms will be opted in the coming session.
- Expansion of ICT based teaching facility in all departments and library.
- Vigorous training for competitive exams.
- Establishment of Virtual Laboratories in Zoology for dissections
- Academic linkages will be developed with eminent institutes.
- Counselling for community benefit will be included in regular practice as health counselling, academic counselling, personal counselling etc.
- Small workshops /conferences will be organized by the departments –that will be of inter-departmental pattern –by resource mobilization and knowledge transfer we will up grade knowledge level in horizontal level of our students.
- Proposal for a course in MSW.



Name \_\_\_Dr. K. Dabhadker

Signature of the Coordinator, IQAC



Name Dr. J.P. Sheohare

Signature of the Chairperson, IQAC

## **Annexure I**

### Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

\*\*\*\*\*

## Annexure I

सत्र 2013-14 का प्रस्तावित अकादमिक कैलेंडर		सलग्नक-2 69
1	प्रवेश प्रक्रिया (प्राचार्य का अधिकार)	- 17.06.13 से 31.07.13
2	कुलपति की अनुमति से प्रवेश की अंतिम तिथि	- 14.08.2013
3	वार्षिक परीक्षा परिणामों की घोषणा	- 15.07.2013
4	पुनर्मूल्यांकन के सभी परिणामों की घोषणा	- 30.09.2013
5	पूरक परीक्षा का आयोजन	- न्यूनतम समय में
6	पूरक परीक्षा के परिणामों की घोषणा	- 31.10.2013
<b>छात्रसंघ गतिविधियाँ :-</b>		
1	छात्रसंघ गठन चुनाव प्रक्रिया	- 23.08.2013
2	छात्रसंघ शपथ ग्रहण	- 31.08.2013
<b>खेलकूद एवं सांस्कृतिक गतिविधियाँ :-</b>		
1	खेलकूद प्रतिस्पर्धा प्रारंभ (इंडोर, आउटडोर)	- 16.07.2013 से
2	खेदकूद प्रतिस्पर्धाओं का समापन (इंडोर, आउटडोर)	- 19.12.2013
3	महाविद्यालय स्तर पर खेलकूद (इंडोर, आउटडोर) का वार्षिक आयोजन एवं पुरस्कार वितरण	- 19.20.21 दिसम्बर 2013 में कोई दो दिन
<b>एन.सी.सी./एन.एस.एस एवं अन्य गतिविधियाँ :-</b>		
1	बृहदारोपण कार्यक्रम	- जुलाई 2013 का द्वितीय सप्ताह
2	कैम्प	- 12.10.2013 से 22.10.2013 के मध्य
3	महाविद्यालय स्तर पर वार्षिकोत्सव का आयोजन	- 19. 20, 21 दिसम्बर 2013 में से कोई एक दिन
4	दीक्षान्त समारोह	- माह दिसम्बर 2013 में
<b>विभिन्न अवकाश :-</b>		
1	दशहरा अवकाश (3 दिन)	- 12.10.2013 से 14.10.2013
2	दीपावली अवकाश (5 दिन)	- 02.11.2013 से 06.11.2013
3	शीतकालीन अवकाश (4 दिन)	- 23.12.2013 से 26.12.2013
3	शीष्मकालीन अवकाश (45 दिन)	- 01.05.2014 से 14.06.2014 तक
<b>आंतरिक परीक्षाओं का कार्यक्रम :-</b>		
1	प्रथम यूनिट परीक्षा	- 31.07.2013
2	द्वितीय यूनिट परीक्षा	- 31.08.2013
3	प्रथम सत्र परीक्षा	- 26, 27, 28 सितम्बर 2013
4	तृतीय यूनिट परीक्षा	- 11.11.2013
5	द्वितीय सत्र परीक्षा	- 26.27.28 नवम्बर 2013
6	चतुर्थ यूनिट परीक्षा	- 19.12.2013
7	प्री-फाइनल परीक्षा	- 23, 24, 25, जनवरी 2014

**वार्षिक परीक्षा कार्यक्रम :-**

- |   |                                      |   |                          |
|---|--------------------------------------|---|--------------------------|
| 1 | वार्षिक प्रायोगिक परीक्षाओं का आयोजन | - | 21.02.2014 से 05.03.2014 |
| 2 | वार्षिक परीक्षाओं का आयोजन           | - | 12.03.2014 से 29.04.2014 |

**अध्यापन कार्य दिवस (सामान्य अवकाश छोड़कर) :-**

2013, जून	:	12
2013, जुलाई	:	27
2013, अगस्त	:	23
2013, सितम्बर	:	25
2013, अक्टूबर	:	23
2013, नवम्बर	:	21
2013, दिसम्बर	:	23
2014, जनवरी	:	24
2014, फरवरी	:	23

**शिक्षक के कर्तव्य :-**

प्रत्येक कार्य दिवस पर शिक्षक को महाविद्यालय/विश्वविद्यालय शिक्षा विभाग में 07 घंटे रुकना आवश्यक होगा।

1. प्रातः कालीन पाली के लिए : प्रातः 7:30 से 2:30 अपराह्न
2. द्वितीय कालीन पाली के लिए : प्रातः 10:30 से 5:30 अपराह्न
3. 7 घंटे का ब्रेकअप : 6 घंटे अध्ययन-अध्यापन कार्य (प्रायोगिक, ट्यूटोरियल, रेमेडियल, शोध-कार्य, स्टाईबेरी वर्क सम्मिलित)  
1 घंटा अन्य कार्य (खेलकूद, रिक्रेशन, प्राचार्य द्वारा प्रदत्त कार्य, पाठ्यक्रम पुनरावलोकन में प्रत्येक शिक्षक का एक घंटा अतिरिक्त कक्षाएं लेकर विद्यार्थियों का शंका समाधान करेंगे।)
4. विश्वविद्यालय द्वारा आयोजित परीक्षाओं के संचालन एवं उत्तर पुस्तिकाओं के मूल्यांकन के संबंध में दिए कार्य का निष्पादन करेंगे।

**नियमित विद्यार्थी के रूप में वार्षिक परीक्षा में बैठने की पात्रता :-**

1. प्रत्येक विषय में 75 प्रतिशत उपस्थिति अनिवार्य है।
2. कुल 7 अतिरिक्त परीक्षाओं में से कम से कम 5 में सम्मिलित होना आवश्यक।
3. एन.सी.सी./एन.एस.एस. कैम्प/खेलकूद/राज्य स्तरीय प्रतियोगिताओं में सम्मिलित हुए छात्रों को उपस्थित माना जावेगा।
4. उपस्थिति की प्रथम गणना 31.10.2013 तक की जावेगी।
5. कम उपस्थिति वाले छात्रों को तथा उनके पालकों को सूचना दी जावेगी।
6. उपस्थिति की द्वितीय गणना 17.02.2014 तक की जावेगी।
7. विश्वविद्यालय अपने स्तर पर इनसे अतिरिक्त शुल्क ले सकेंगे।

सत्र 2013-2014 का प्रस्तावित अकादमिक कैलेंडर

स्नातकोत्तर प्रथम एवं तृतीय एवं द्वितीय एवं चतुर्थ सेमेस्टर

क्र.	परीक्षा कार्यक्रम	प्रस्तावित तिथि / समयवधि
1-	नामांकन हेतु आवेदन पत्र जमा करने की तिथि	05/09/2013 से 16/09/2013
2-	प्रथम व तृतीय सेमेस्टर प्रथम आंतरिक मूल्यांकन परीक्षा	24, 25, 26, 27, 28, सितंबर 2013
3-	प्रथम व तृतीय सेमेस्टर द्वितीय आंतरिक मूल्यांकन परीक्षा	26, 28, 29, 30, 31 अक्टूबर 2013
4-	प्रथम व तृतीय सेमेस्टर सेमीनार	7, 8, 9, 11, 12 नवंबर 2013
5-	प्रथम व तृतीय सेमेस्टर अंकतालिका जमा करने की तिथि	15 से 30 नवंबर 2013 तक
6-	प्रथम व तृतीय सेमेस्टर सेमेस्टर परीक्षा आवेदन पत्र	15/10/2013 से 31/10/2013
7-	प्रथम सेमेस्टर परीक्षा	25, 29, नवंबर / 3, 7, 11 दिसंबर
8-	तृतीय सेमेस्टर परीक्षा	26, 30 नवंबर व दिसंबर 4, 9, 12
9-	प्रथम व तृतीय सेमेस्टर प्रायोगिक परीक्षा	19/12/2013 से 05/01/2014
10-	प्रथम एवं तृतीय सेमेस्टर परीक्षा परिणाम घोषित	10 जनवरी 2014
11-	द्वितीय व चतुर्थ सेमेस्टर प्रथम आंतरिक मूल्यांकन	मार्च 01 से 07 मार्च 2014 के मध्य
12-	द्वितीय व चतुर्थ सेमेस्टर द्वितीय आंतरिक मूल्यांकन परीक्षा	अप्रैल 02 से 07 अप्रैल 2014 तक
13-	द्वितीय व चतुर्थ सेमेस्टर सेमीनार	9, 10, 11, 12, 15 अप्रैल 2014
14-	द्वितीय व चतुर्थ सेमेस्टर आंतरिक मूल्यांकन का अंकतालिका जमा करने की तिथि	16 से 30 अप्रैल 2014
15-	द्वितीय व चतुर्थ सेमेस्टर प्रायोगिक / मौखिक परीक्षा	16 से 25 अप्रैल 2014
16-	द्वितीय / चतुर्थ सेमेस्टर परीक्षा	1 से 17 मई 2014
17-	द्वितीय व चतुर्थ सेमेस्टर परीक्षा परिणाम घोषित	20 जून 2014 तक।

टीप-

1- सभी विभागाध्यक्षों को सूचित किया जाता है कि उपरोक्त प्रस्तावित परीक्षा कार्यक्रमों के अनुसार छात्राओं को अवगत कराना सुनिश्चित करें।

2- सेमेस्टर परीक्षाओं की विस्तृत प्रश्नपत्रवार समय सारिणी बाद में घोषित किया जावेगा।

3- सेमेस्टर प्रस्तावित परीक्षाओं में विद्यार्थियों को निम्नलिखित बातें ध्यान में रखनी होंगी।

*(Handwritten signature)*

स्वशासी विभाग, शासकीय बिलासा कन्या (स्वशासी) स्नातकोत्तर महाविद्यालय  
बिलासपुर (छ.ग.)

सत्र 2013-2014 का प्रस्तावित अकादमिक कैलेंडर

स्नातक स्तर

क्र.	परीक्षा कार्यक्रम	प्रस्तावित तिथि / समयावधि
1-	नामांकन हेतु आवेदन पत्र जमा करने की तिथि	05/09/2013 से 16/09/2013
2-	परीक्षा आवेदन पत्र जमा करने की तिथि	15/10/2013 से 31/10/2013
3-	प्रथम आंतरिक मूल्यांकन परीक्षा	25/11/2013 से 10/12/2013
4-	द्वितीय आंतरिक मूल्यांकन परीक्षा	15/02/2014 से 25/02/2014
5-	प्रायोगिक परीक्षा	21/02/2014 से 03/03/2014
6-	वार्षिक परीक्षा	13/03/2014 से 30/04/2014
7-	परीक्षा परिणाम घोषित	30/06/2014

नोट- वार्षिक परीक्षा कार्यक्रम का प्रश्नपत्रवार समय सारिणी बाद में घोषित किया जावेगा।

उपरोक्त प्रस्तावित तिथियों से किए गए सभी सुनिश्चित व लेख  
रूप में प्रस्तुत किए गए अवसरे अंतर्गत संभावित हैं।

05.9.13  
परीक्षा नियंत्रक

863  
प्राचार्य

समस्त प्राध्यापक एवं छात्रों को अकादमिक Calender को  
अवलोकन कर हस्ताक्षर करें।

8/9/13

8/9/13

8/9/13

**Annexure II**

**Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)**

**Analysis of Questionnaire No-1**

**Under Graduate- year 2013-14**

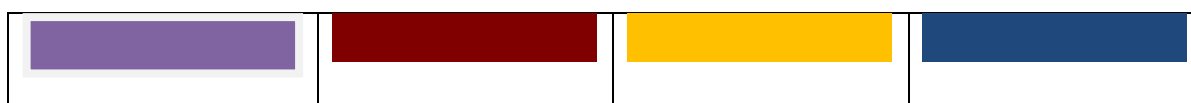
**Questionnaires for Feedback from Students: Course evaluation**

Very Good

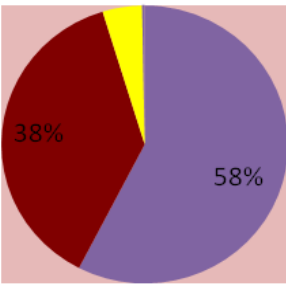
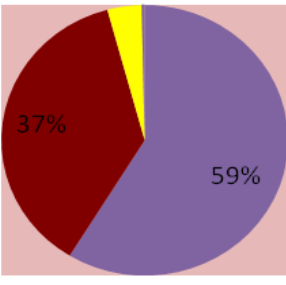
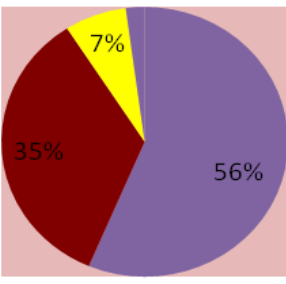
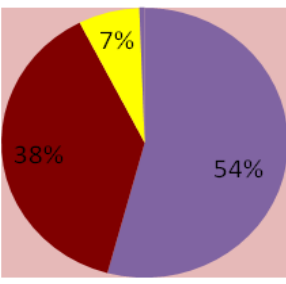
Good

Satisfactory

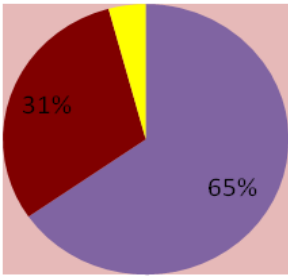
Less Satisfactory



S.No	Question	Graphical analysis of student's feed back										
1	Depth of the course content including project work if any	<table border="1"> <tr> <th>Category</th> <th>Percentage</th> </tr> <tr> <td>Very Good</td> <td>65%</td> </tr> <tr> <td>Good</td> <td>32%</td> </tr> <tr> <td>Satisfactory</td> <td>3%</td> </tr> <tr> <td>Less Satisfactory</td> <td>0%</td> </tr> </table>	Category	Percentage	Very Good	65%	Good	32%	Satisfactory	3%	Less Satisfactory	0%
Category	Percentage											
Very Good	65%											
Good	32%											
Satisfactory	3%											
Less Satisfactory	0%											
2	Extent of coverage of course	<table border="1"> <tr> <th>Category</th> <th>Percentage</th> </tr> <tr> <td>Very Good</td> <td>56%</td> </tr> <tr> <td>Good</td> <td>40%</td> </tr> <tr> <td>Satisfactory</td> <td>4%</td> </tr> <tr> <td>Less Satisfactory</td> <td>0%</td> </tr> </table>	Category	Percentage	Very Good	56%	Good	40%	Satisfactory	4%	Less Satisfactory	0%
Category	Percentage											
Very Good	56%											
Good	40%											
Satisfactory	4%											
Less Satisfactory	0%											
3	Applicability/relevance to real life situations	<table border="1"> <tr> <th>Category</th> <th>Percentage</th> </tr> <tr> <td>Very Good</td> <td>48%</td> </tr> <tr> <td>Good</td> <td>42%</td> </tr> <tr> <td>Satisfactory</td> <td>10%</td> </tr> <tr> <td>Less Satisfactory</td> <td>0%</td> </tr> </table>	Category	Percentage	Very Good	48%	Good	42%	Satisfactory	10%	Less Satisfactory	0%
Category	Percentage											
Very Good	48%											
Good	42%											
Satisfactory	10%											
Less Satisfactory	0%											

4	<b>Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Category 1 (Purple)</td> <td>58%</td> </tr> <tr> <td>Category 2 (Dark Red)</td> <td>38%</td> </tr> <tr> <td>Category 3 (Yellow)</td> <td>4%</td> </tr> <tr> <td>Category 4 (Light Red)</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Category 1 (Purple)	58%	Category 2 (Dark Red)	38%	Category 3 (Yellow)	4%	Category 4 (Light Red)	0%
Category	Percentage											
Category 1 (Purple)	58%											
Category 2 (Dark Red)	38%											
Category 3 (Yellow)	4%											
Category 4 (Light Red)	0%											
5	<b>Clarity and relevance of textual reading material</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Category 1 (Purple)</td> <td>59%</td> </tr> <tr> <td>Category 2 (Dark Red)</td> <td>37%</td> </tr> <tr> <td>Category 3 (Yellow)</td> <td>4%</td> </tr> <tr> <td>Category 4 (Light Red)</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Category 1 (Purple)	59%	Category 2 (Dark Red)	37%	Category 3 (Yellow)	4%	Category 4 (Light Red)	0%
Category	Percentage											
Category 1 (Purple)	59%											
Category 2 (Dark Red)	37%											
Category 3 (Yellow)	4%											
Category 4 (Light Red)	0%											
6	<b>Relevance of additional source material (Library)</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Category 1 (Purple)</td> <td>56%</td> </tr> <tr> <td>Category 2 (Dark Red)</td> <td>35%</td> </tr> <tr> <td>Category 3 (Yellow)</td> <td>7%</td> </tr> <tr> <td>Category 4 (Light Red)</td> <td>2%</td> </tr> </tbody> </table>	Category	Percentage	Category 1 (Purple)	56%	Category 2 (Dark Red)	35%	Category 3 (Yellow)	7%	Category 4 (Light Red)	2%
Category	Percentage											
Category 1 (Purple)	56%											
Category 2 (Dark Red)	35%											
Category 3 (Yellow)	7%											
Category 4 (Light Red)	2%											
7	<b>Extent of effort required by students</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Category 1 (Purple)</td> <td>54%</td> </tr> <tr> <td>Category 2 (Dark Red)</td> <td>38%</td> </tr> <tr> <td>Category 3 (Yellow)</td> <td>7%</td> </tr> <tr> <td>Category 4 (Light Red)</td> <td>1%</td> </tr> </tbody> </table>	Category	Percentage	Category 1 (Purple)	54%	Category 2 (Dark Red)	38%	Category 3 (Yellow)	7%	Category 4 (Light Red)	1%
Category	Percentage											
Category 1 (Purple)	54%											
Category 2 (Dark Red)	38%											
Category 3 (Yellow)	7%											
Category 4 (Light Red)	1%											



8	Overall rating	 <p>A pie chart illustrating the distribution of overall ratings. The chart is divided into four segments: a large purple segment representing 65%, a dark red segment representing 31%, a small yellow segment representing 4%, and a white segment representing 0%.</p> <table border="1"> <thead> <tr> <th>Rating Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>65%</td> <td>65%</td> </tr> <tr> <td>31%</td> <td>31%</td> </tr> <tr> <td>4%</td> <td>4%</td> </tr> <tr> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Rating Category	Percentage	65%	65%	31%	31%	4%	4%	0%	0%
Rating Category	Percentage											
65%	65%											
31%	31%											
4%	4%											
0%	0%											



**Dr Kaveri Dabhadkar**  
Signature of  
IQAC Convener



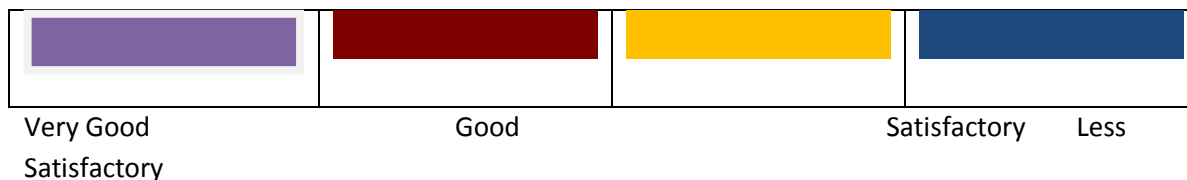
**Dr. J.P. Sheohare**  
Signature of  
Principal

**Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)**

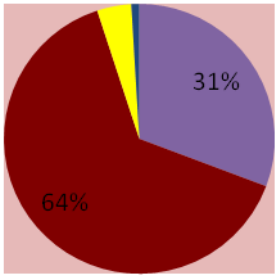
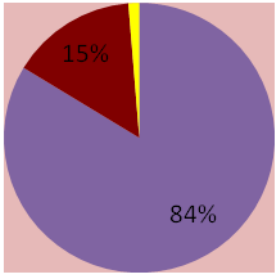
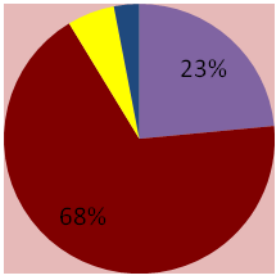
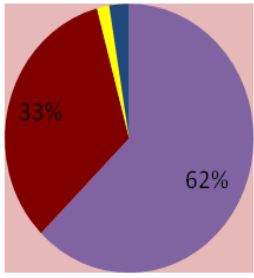
**Analysis of Questionnaire No-3**

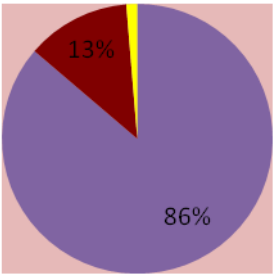
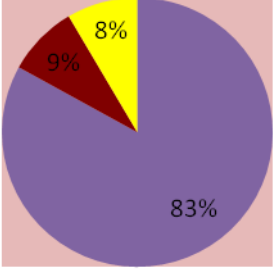
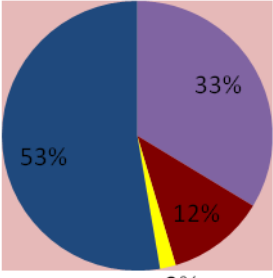
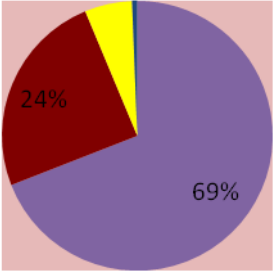
**Under Graduate -year 2013-14**

**Student's Overall evaluation of Programme and teaching**

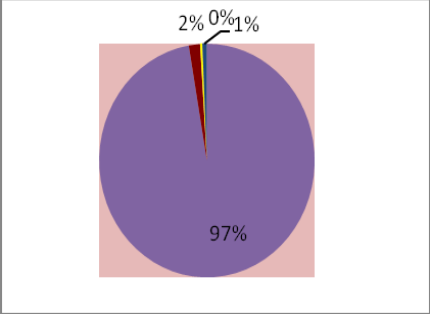
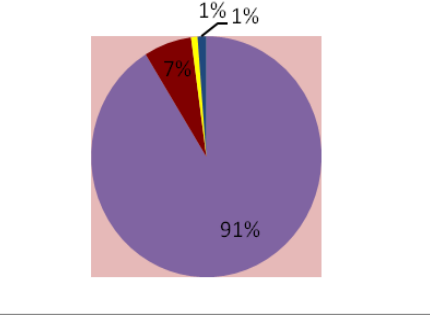
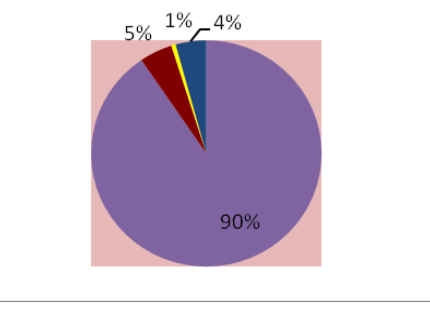
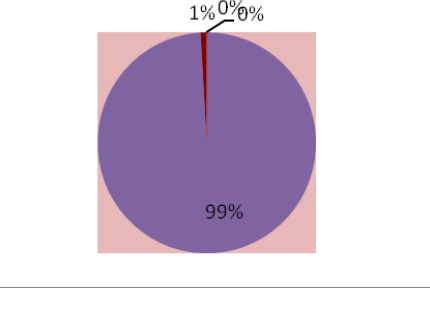


S.No	Question	Graphical analysis of student's feed back										
1	The syllabus of each course was a) adequate    b) inadequate c) challenging d) dull	<table border="1"> <caption>Feedback on Syllabus</caption> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Very Good</td><td>89%</td></tr> <tr><td>Satisfactory</td><td>9%</td></tr> <tr><td>Good</td><td>2%</td></tr> <tr><td>Less</td><td>0%</td></tr> </table>	Category	Percentage	Very Good	89%	Satisfactory	9%	Good	2%	Less	0%
Category	Percentage											
Very Good	89%											
Satisfactory	9%											
Good	2%											
Less	0%											
2	Background for benefiting from the course was a) more than adequate b) adequate c) inadequate d) cannot say	<table border="1"> <caption>Feedback on Background</caption> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Good</td><td>61%</td></tr> <tr><td>Very Good</td><td>37%</td></tr> <tr><td>Satisfactory</td><td>2%</td></tr> <tr><td>Less</td><td>0%</td></tr> </table>	Category	Percentage	Good	61%	Very Good	37%	Satisfactory	2%	Less	0%
Category	Percentage											
Good	61%											
Very Good	37%											
Satisfactory	2%											
Less	0%											

<p>3</p>	<p>Was the course easy or difficult to understand?</p> <p>a) easy      b)manageable</p> <p>c) difficult   d) very difficult</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) easy</td> <td>64%</td> </tr> <tr> <td>b) manageable</td> <td>31%</td> </tr> <tr> <td>c) difficult</td> <td>4%</td> </tr> <tr> <td>d) very difficult</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	a) easy	64%	b) manageable	31%	c) difficult	4%	d) very difficult	1%
Response	Percentage											
a) easy	64%											
b) manageable	31%											
c) difficult	4%											
d) very difficult	1%											
<p>4</p>	<p>How much of the syllabus was covered in the class?</p> <p>a) 85 to 100%   b) 70 to 85%</p> <p>c) 55 to 70%   d) less than 55%</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) 85 to 100%</td> <td>84%</td> </tr> <tr> <td>b) 70 to 85%</td> <td>15%</td> </tr> <tr> <td>c) 55 to 70%</td> <td>1%</td> </tr> <tr> <td>d) less than 55%</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) 85 to 100%	84%	b) 70 to 85%	15%	c) 55 to 70%	1%	d) less than 55%	0%
Response	Percentage											
a) 85 to 100%	84%											
b) 70 to 85%	15%											
c) 55 to 70%	1%											
d) less than 55%	0%											
<p>5</p>	<p>What is your opinion about the library material and facilities for the course?</p> <p>a) more than adequate</p> <p>b) adequate</p> <p>c) inadequate</p> <p>d) very poor</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) more than adequate</td> <td>68%</td> </tr> <tr> <td>b) adequate</td> <td>23%</td> </tr> <tr> <td>c) inadequate</td> <td>6%</td> </tr> <tr> <td>d) very poor</td> <td>3%</td> </tr> </tbody> </table>	Response	Percentage	a) more than adequate	68%	b) adequate	23%	c) inadequate	6%	d) very poor	3%
Response	Percentage											
a) more than adequate	68%											
b) adequate	23%											
c) inadequate	6%											
d) very poor	3%											
<p>6</p>	<p>To what extent were you able to get material for the prescribed readings?</p> <p>a) Easily</p> <p>b)with some difficulty</p> <p>c) not available at all</p> <p>d) with great difficulty</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Easily</td> <td>62%</td> </tr> <tr> <td>b) with some difficulty</td> <td>33%</td> </tr> <tr> <td>c) not available at all</td> <td>2%</td> </tr> <tr> <td>d) with great difficulty</td> <td>3%</td> </tr> </tbody> </table>	Response	Percentage	a) Easily	62%	b) with some difficulty	33%	c) not available at all	2%	d) with great difficulty	3%
Response	Percentage											
a) Easily	62%											
b) with some difficulty	33%											
c) not available at all	2%											
d) with great difficulty	3%											

7	<p>How well did the teacher prepare for the classes?</p> <p>a) thoroughly</p> <p>b) satisfactorily</p> <p>c) poorly</p> <p>d) indifferently</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) thoroughly</td> <td>86%</td> </tr> <tr> <td>b) satisfactorily</td> <td>13%</td> </tr> <tr> <td>c) poorly</td> <td>1%</td> </tr> <tr> <td>d) indifferently</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) thoroughly	86%	b) satisfactorily	13%	c) poorly	1%	d) indifferently	0%
Response	Percentage											
a) thoroughly	86%											
b) satisfactorily	13%											
c) poorly	1%											
d) indifferently	0%											
8	<p>How well was the teacher able to communicate?</p> <p>a) Always effective</p> <p>b) sometimes effective</p> <p>c) Just satisfactorily</p> <p>d) generally ineffective</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Always effective</td> <td>83%</td> </tr> <tr> <td>b) sometimes effective</td> <td>9%</td> </tr> <tr> <td>c) Just satisfactorily</td> <td>8%</td> </tr> <tr> <td>d) generally ineffective</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) Always effective	83%	b) sometimes effective	9%	c) Just satisfactorily	8%	d) generally ineffective	0%
Response	Percentage											
a) Always effective	83%											
b) sometimes effective	9%											
c) Just satisfactorily	8%											
d) generally ineffective	0%											
9	<p>How far does the teacher encourage student participation in the class?</p> <p>a) mostly yes      b) sometimes</p> <p>c) not at all      d) always</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) mostly yes</td> <td>53%</td> </tr> <tr> <td>b) sometimes</td> <td>33%</td> </tr> <tr> <td>c) not at all</td> <td>12%</td> </tr> <tr> <td>d) always</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	a) mostly yes	53%	b) sometimes	33%	c) not at all	12%	d) always	2%
Response	Percentage											
a) mostly yes	53%											
b) sometimes	33%											
c) not at all	12%											
d) always	2%											
10	<p>. If yes, which of the following methods were used?</p> <p>a) Encouraged to raise questions</p> <p>b) get involved in discussion in the class</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Encouraged to raise questions</td> <td>69%</td> </tr> <tr> <td>b) get involved in discussion in the class</td> <td>24%</td> </tr> <tr> <td>Other</td> <td>6%</td> </tr> <tr> <td>Other</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	a) Encouraged to raise questions	69%	b) get involved in discussion in the class	24%	Other	6%	Other	1%
Response	Percentage											
a) Encouraged to raise questions	69%											
b) get involved in discussion in the class	24%											
Other	6%											
Other	1%											

	<p>c) encourage discussion outside class</p> <p>d) did not encourage</p>											
11	<p>How helpful was the teacher in advising?</p> <p>a) Very helpful</p> <p>b) sometimes helpful</p> <p>c) not at all helpful</p> <p>d) did not advise</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Very helpful</td> <td>94%</td> </tr> <tr> <td>b) sometimes helpful</td> <td>5%</td> </tr> <tr> <td>c) not at all helpful</td> <td>1%</td> </tr> <tr> <td>d) did not advise</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	a) Very helpful	94%	b) sometimes helpful	5%	c) not at all helpful	1%	d) did not advise	1%
Response	Percentage											
a) Very helpful	94%											
b) sometimes helpful	5%											
c) not at all helpful	1%											
d) did not advise	1%											
12	<p>The teacher's approach can best be described as</p> <p>a) Always courteous</p> <p>b) sometimes rude</p> <p>c) always indifferent</p> <p>d) cannot say</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Always courteous</td> <td>77%</td> </tr> <tr> <td>b) sometimes rude</td> <td>21%</td> </tr> <tr> <td>c) always indifferent</td> <td>1%</td> </tr> <tr> <td>d) cannot say</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	a) Always courteous	77%	b) sometimes rude	21%	c) always indifferent	1%	d) cannot say	1%
Response	Percentage											
a) Always courteous	77%											
b) sometimes rude	21%											
c) always indifferent	1%											
d) cannot say	1%											
13	<p>Internal assessment was</p> <p>a) Always fair</p> <p>b) sometimes unfair</p> <p>c) Usually unfair</p> <p>d) sometimes fair</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Always fair</td> <td>88%</td> </tr> <tr> <td>b) sometimes unfair</td> <td>5%</td> </tr> <tr> <td>c) Usually unfair</td> <td>4%</td> </tr> <tr> <td>d) sometimes fair</td> <td>3%</td> </tr> </tbody> </table>	Response	Percentage	a) Always fair	88%	b) sometimes unfair	5%	c) Usually unfair	4%	d) sometimes fair	3%
Response	Percentage											
a) Always fair	88%											
b) sometimes unfair	5%											
c) Usually unfair	4%											
d) sometimes fair	3%											

<p>14</p>	<p>What will be the impact of internal assessment on your result?</p> <p>a) Helpful for improvement b) Dissatisfactory c) Not effective d) Some times effective</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Helpful for improvement</td> <td>97%</td> </tr> <tr> <td>Dissatisfactory</td> <td>2%</td> </tr> <tr> <td>Not effective</td> <td>0%</td> </tr> <tr> <td>Some times effective</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Helpful for improvement	97%	Dissatisfactory	2%	Not effective	0%	Some times effective	1%
Response	Percentage											
Helpful for improvement	97%											
Dissatisfactory	2%											
Not effective	0%											
Some times effective	1%											
<p>15</p>	<p>How frequently you get response the from teachers on your work</p> <p>a) Regular &amp; timely b) Useful remarks c) Some times late d) without any remarks</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Regular &amp; timely</td> <td>91%</td> </tr> <tr> <td>Useful remarks</td> <td>7%</td> </tr> <tr> <td>Some times late</td> <td>1%</td> </tr> <tr> <td>without any remarks</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Regular & timely	91%	Useful remarks	7%	Some times late	1%	without any remarks	1%
Response	Percentage											
Regular & timely	91%											
Useful remarks	7%											
Some times late	1%											
without any remarks	1%											
<p>16</p>	<p>Whether teachers discuss with you on assignment?</p> <p>a) yes Completely b) yes to some extent c) never discussed d) Some times discussed</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>yes Completely</td> <td>90%</td> </tr> <tr> <td>yes to some extent</td> <td>5%</td> </tr> <tr> <td>never discussed</td> <td>1%</td> </tr> <tr> <td>Some times discussed</td> <td>4%</td> </tr> </tbody> </table>	Response	Percentage	yes Completely	90%	yes to some extent	5%	never discussed	1%	Some times discussed	4%
Response	Percentage											
yes Completely	90%											
yes to some extent	5%											
never discussed	1%											
Some times discussed	4%											
<p>17</p>	<p>Whether the Introductory lecture has been given in the beginning of the course?</p> <p>a) Yes                      b) no</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>99%</td> </tr> <tr> <td>no</td> <td>1%</td> </tr> <tr> <td>(unlabeled)</td> <td>0%</td> </tr> <tr> <td>(unlabeled)</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Yes	99%	no	1%	(unlabeled)	0%	(unlabeled)	0%
Response	Percentage											
Yes	99%											
no	1%											
(unlabeled)	0%											
(unlabeled)	0%											



**Dr Kaveri Dabhadkar**  
Signature of  
IQAC Convener



**Dr. J.P. Sheohare**  
Signature of  
Principal

**Govt. Bilasa Girls' P.G. College,**  
**Bilaspur (C.G.)**

**Analysis of Questionnaire No-1**

**Post Graduate- year 2013-14**

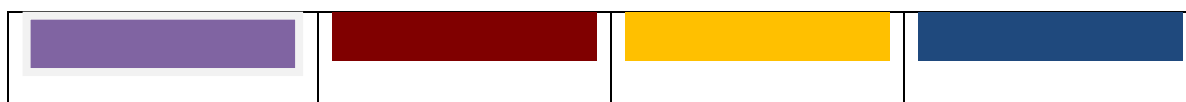
**Questionnaires for Feedback from Students: Course evaluation**

Very Good

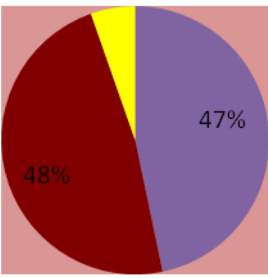
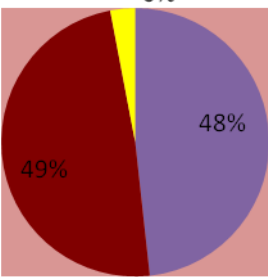
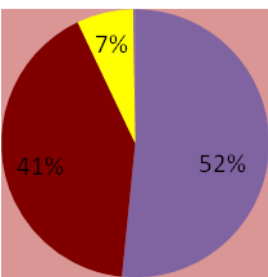
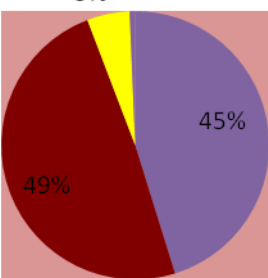
Good

Satisfactory

Less Satisfactory



S.No	Question	Graphical analysis of student's feed back										
1	<b>Depth of the course content including project work if any</b>	<table border="1"> <caption>Data for Question 1</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Good</td> <td>56%</td> </tr> <tr> <td>Good</td> <td>43%</td> </tr> <tr> <td>Satisfactory</td> <td>1%</td> </tr> <tr> <td>Less Satisfactory</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Very Good	56%	Good	43%	Satisfactory	1%	Less Satisfactory	0%
Category	Percentage											
Very Good	56%											
Good	43%											
Satisfactory	1%											
Less Satisfactory	0%											
2	<b>Extent of coverage of course</b>	<table border="1"> <caption>Data for Question 2</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Good</td> <td>55%</td> </tr> <tr> <td>Good</td> <td>43%</td> </tr> <tr> <td>Satisfactory</td> <td>2%</td> </tr> <tr> <td>Less Satisfactory</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Very Good	55%	Good	43%	Satisfactory	2%	Less Satisfactory	0%
Category	Percentage											
Very Good	55%											
Good	43%											
Satisfactory	2%											
Less Satisfactory	0%											

3	<b>Applicability/relevance to real life situations</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Dark Red</td> <td>48%</td> </tr> <tr> <td>Purple</td> <td>47%</td> </tr> <tr> <td>Yellow</td> <td>5%</td> </tr> <tr> <td>Light Red</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Dark Red	48%	Purple	47%	Yellow	5%	Light Red	0%
Category	Percentage											
Dark Red	48%											
Purple	47%											
Yellow	5%											
Light Red	0%											
4	<b>Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Dark Red</td> <td>49%</td> </tr> <tr> <td>Purple</td> <td>48%</td> </tr> <tr> <td>Yellow</td> <td>3%</td> </tr> <tr> <td>Light Red</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Dark Red	49%	Purple	48%	Yellow	3%	Light Red	0%
Category	Percentage											
Dark Red	49%											
Purple	48%											
Yellow	3%											
Light Red	0%											
5	<b>Clarity and relevance of textual reading material</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Purple</td> <td>52%</td> </tr> <tr> <td>Dark Red</td> <td>41%</td> </tr> <tr> <td>Yellow</td> <td>7%</td> </tr> <tr> <td>Light Red</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Purple	52%	Dark Red	41%	Yellow	7%	Light Red	0%
Category	Percentage											
Purple	52%											
Dark Red	41%											
Yellow	7%											
Light Red	0%											
6	<b>Relevance of additional source material (Library)</b>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Dark Red</td> <td>49%</td> </tr> <tr> <td>Purple</td> <td>45%</td> </tr> <tr> <td>Yellow</td> <td>5%</td> </tr> <tr> <td>Light Red</td> <td>1%</td> </tr> </tbody> </table>	Category	Percentage	Dark Red	49%	Purple	45%	Yellow	5%	Light Red	1%
Category	Percentage											
Dark Red	49%											
Purple	45%											
Yellow	5%											
Light Red	1%											



7	Extent of effort required by students	<table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Category 1 (Purple)</td> <td>57%</td> </tr> <tr> <td>Category 2 (Dark Red)</td> <td>41%</td> </tr> <tr> <td>Category 3 (Yellow)</td> <td>2%</td> </tr> <tr> <td>Category 4 (White)</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Category 1 (Purple)	57%	Category 2 (Dark Red)	41%	Category 3 (Yellow)	2%	Category 4 (White)	0%
Category	Percentage											
Category 1 (Purple)	57%											
Category 2 (Dark Red)	41%											
Category 3 (Yellow)	2%											
Category 4 (White)	0%											
8	Overall rating	<table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Category 1 (Purple)</td> <td>68%</td> </tr> <tr> <td>Category 2 (Dark Red)</td> <td>31%</td> </tr> <tr> <td>Category 3 (Yellow)</td> <td>1%</td> </tr> <tr> <td>Category 4 (White)</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Category 1 (Purple)	68%	Category 2 (Dark Red)	31%	Category 3 (Yellow)	1%	Category 4 (White)	0%
Category	Percentage											
Category 1 (Purple)	68%											
Category 2 (Dark Red)	31%											
Category 3 (Yellow)	1%											
Category 4 (White)	0%											

**Dr Kaveri Dabhadkar**  
Signature of  
IQAC Convener





**Dr. J.P. Sheohare**  
Signature of  
Principal

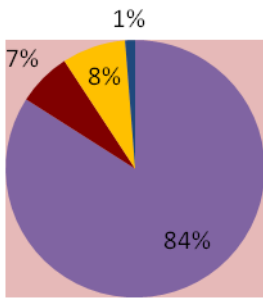
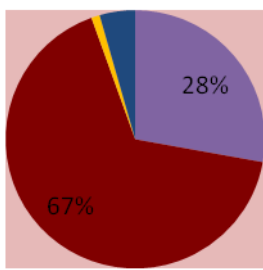
## Govt. Bilasa Girls' P.G. College Bilaspur (C.G.)

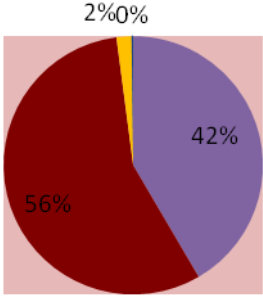
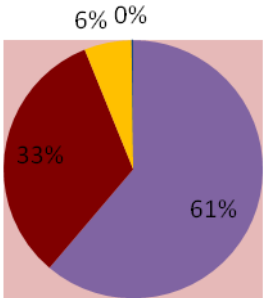
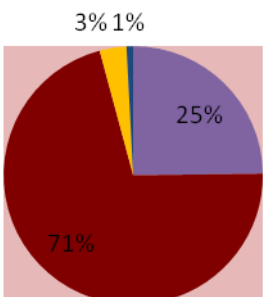
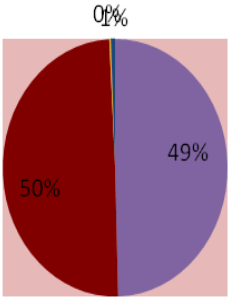
### Analysis of Questionnaire No-3

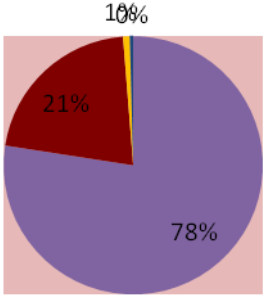
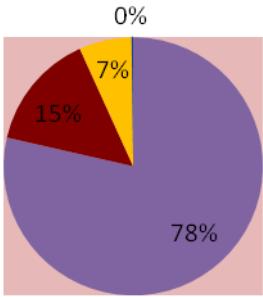
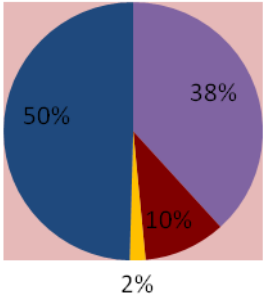
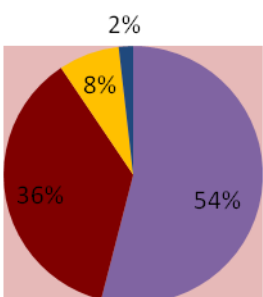
**Post Graduate -year 2013-14**

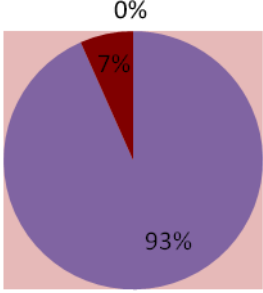
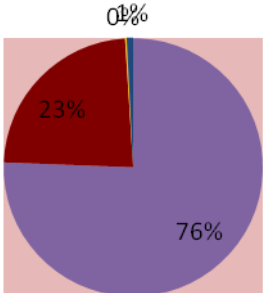
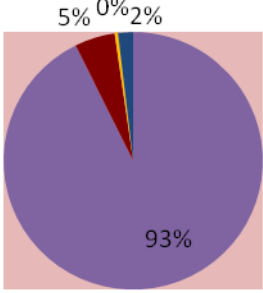
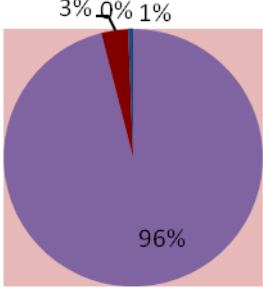
#### Student's Overall evaluation of Programme and teaching

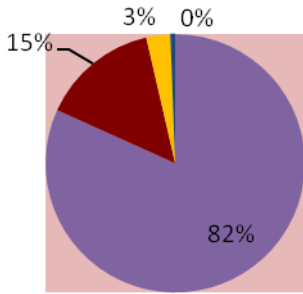
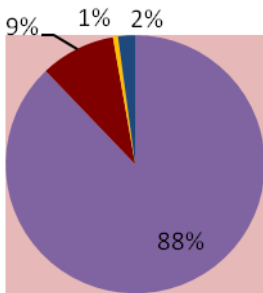
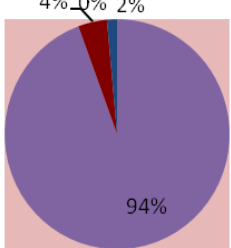
			
Very Good	Good	Satisfactory	Less Satisfactory

S.No	Question	Graphical analysis of student's feed back										
1	The syllabus of each course was a) adequate    b) inadequate c) challenging d) dull	 <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Data for Question 1 Feedback</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Good</td> <td>84%</td> </tr> <tr> <td>Good</td> <td>7%</td> </tr> <tr> <td>Satisfactory</td> <td>8%</td> </tr> <tr> <td>Less Satisfactory</td> <td>1%</td> </tr> </tbody> </table>	Category	Percentage	Very Good	84%	Good	7%	Satisfactory	8%	Less Satisfactory	1%
Category	Percentage											
Very Good	84%											
Good	7%											
Satisfactory	8%											
Less Satisfactory	1%											
2	Background for benefiting from the course was a) more than adequate b) adequate c) inadequate d) cannot say	 <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Data for Question 2 Feedback</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Good</td> <td>28%</td> </tr> <tr> <td>Good</td> <td>67%</td> </tr> <tr> <td>Satisfactory</td> <td>4%</td> </tr> <tr> <td>Less Satisfactory</td> <td>1%</td> </tr> </tbody> </table>	Category	Percentage	Very Good	28%	Good	67%	Satisfactory	4%	Less Satisfactory	1%
Category	Percentage											
Very Good	28%											
Good	67%											
Satisfactory	4%											
Less Satisfactory	1%											

<p>3</p>	<p>Was the course easy or difficult to understand?</p> <p>a) easy      b)manageable</p> <p>c) difficult   d) very difficult</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) easy</td> <td>56%</td> </tr> <tr> <td>b) manageable</td> <td>42%</td> </tr> <tr> <td>c) difficult</td> <td>2%</td> </tr> <tr> <td>d) very difficult</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) easy	56%	b) manageable	42%	c) difficult	2%	d) very difficult	0%
Response	Percentage											
a) easy	56%											
b) manageable	42%											
c) difficult	2%											
d) very difficult	0%											
<p>4</p>	<p>How much of the syllabus was covered in the class?</p> <p>a) 85 to 100%   b) 70 to 85%</p> <p>c) 55 to 70%   d) less than 55%</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) 85 to 100%</td> <td>33%</td> </tr> <tr> <td>b) 70 to 85%</td> <td>61%</td> </tr> <tr> <td>c) 55 to 70%</td> <td>6%</td> </tr> <tr> <td>d) less than 55%</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) 85 to 100%	33%	b) 70 to 85%	61%	c) 55 to 70%	6%	d) less than 55%	0%
Response	Percentage											
a) 85 to 100%	33%											
b) 70 to 85%	61%											
c) 55 to 70%	6%											
d) less than 55%	0%											
<p>5</p>	<p>What is your opinion about the library material and facilities for the course?</p> <p>a) more than adequate</p> <p>b) adequate</p> <p>c) inadequate</p> <p>d) very poor</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) more than adequate</td> <td>25%</td> </tr> <tr> <td>b) adequate</td> <td>71%</td> </tr> <tr> <td>c) inadequate</td> <td>3%</td> </tr> <tr> <td>d) very poor</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	a) more than adequate	25%	b) adequate	71%	c) inadequate	3%	d) very poor	1%
Response	Percentage											
a) more than adequate	25%											
b) adequate	71%											
c) inadequate	3%											
d) very poor	1%											
<p>6</p>	<p>To what extent were you able to get material for the prescribed readings?</p> <p>a) Easily</p> <p>b)with some difficulty</p> <p>c) not available at all</p> <p>d) with great difficulty</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Easily</td> <td>49%</td> </tr> <tr> <td>b) with some difficulty</td> <td>50%</td> </tr> <tr> <td>c) not available at all</td> <td>0%</td> </tr> <tr> <td>d) with great difficulty</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) Easily	49%	b) with some difficulty	50%	c) not available at all	0%	d) with great difficulty	0%
Response	Percentage											
a) Easily	49%											
b) with some difficulty	50%											
c) not available at all	0%											
d) with great difficulty	0%											

<p>7</p>	<p>How well did the teacher prepare for the classes?</p> <p>a) thoroughly</p> <p>b) satisfactorily</p> <p>c) poorly</p> <p>d) indifferently</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) thoroughly</td> <td>78%</td> </tr> <tr> <td>b) satisfactorily</td> <td>21%</td> </tr> <tr> <td>c) poorly</td> <td>10%</td> </tr> <tr> <td>d) indifferently</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	a) thoroughly	78%	b) satisfactorily	21%	c) poorly	10%	d) indifferently	1%
Response	Percentage											
a) thoroughly	78%											
b) satisfactorily	21%											
c) poorly	10%											
d) indifferently	1%											
<p>8</p>	<p>How well was the teacher able to communicate?</p> <p>a) Always effective</p> <p>b) sometimes effective</p> <p>c) Just satisfactorily</p> <p>d) generally ineffective</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Always effective</td> <td>78%</td> </tr> <tr> <td>b) sometimes effective</td> <td>15%</td> </tr> <tr> <td>c) Just satisfactorily</td> <td>7%</td> </tr> <tr> <td>d) generally ineffective</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) Always effective	78%	b) sometimes effective	15%	c) Just satisfactorily	7%	d) generally ineffective	0%
Response	Percentage											
a) Always effective	78%											
b) sometimes effective	15%											
c) Just satisfactorily	7%											
d) generally ineffective	0%											
<p>9</p>	<p>How far does the teacher encourage student participation in the class?</p> <p>a) mostly yes      b) sometimes</p> <p>c) not at all      d) always</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) mostly yes</td> <td>50%</td> </tr> <tr> <td>b) sometimes</td> <td>38%</td> </tr> <tr> <td>c) not at all</td> <td>10%</td> </tr> <tr> <td>d) always</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	a) mostly yes	50%	b) sometimes	38%	c) not at all	10%	d) always	2%
Response	Percentage											
a) mostly yes	50%											
b) sometimes	38%											
c) not at all	10%											
d) always	2%											
<p>10</p>	<p>. If yes, which of the following methods were used?</p> <p>a) Encouraged to raise questions</p> <p>b) get involved in discussion in the class</p> <p>c) encourage discussion outside class</p> <p>d) did not encourage</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Encouraged to raise questions</td> <td>54%</td> </tr> <tr> <td>b) get involved in discussion in the class</td> <td>36%</td> </tr> <tr> <td>c) encourage discussion outside class</td> <td>8%</td> </tr> <tr> <td>d) did not encourage</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	a) Encouraged to raise questions	54%	b) get involved in discussion in the class	36%	c) encourage discussion outside class	8%	d) did not encourage	2%
Response	Percentage											
a) Encouraged to raise questions	54%											
b) get involved in discussion in the class	36%											
c) encourage discussion outside class	8%											
d) did not encourage	2%											

<p>11</p>	<p>How helpful was the teacher in advising?</p> <p>a) Very helpful b) sometimes helpful c) not at all helpful d) did not advise</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Very helpful</td> <td>93%</td> </tr> <tr> <td>b) sometimes helpful</td> <td>7%</td> </tr> <tr> <td>c) not at all helpful</td> <td>0%</td> </tr> <tr> <td>d) did not advise</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) Very helpful	93%	b) sometimes helpful	7%	c) not at all helpful	0%	d) did not advise	0%
Response	Percentage											
a) Very helpful	93%											
b) sometimes helpful	7%											
c) not at all helpful	0%											
d) did not advise	0%											
<p>12</p>	<p>The teacher's approach can best be described as</p> <p>a) Always courteous b) sometimes rude c) always indifferent d) cannot say</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Always courteous</td> <td>76%</td> </tr> <tr> <td>b) sometimes rude</td> <td>23%</td> </tr> <tr> <td>c) always indifferent</td> <td>0%</td> </tr> <tr> <td>d) cannot say</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) Always courteous	76%	b) sometimes rude	23%	c) always indifferent	0%	d) cannot say	0%
Response	Percentage											
a) Always courteous	76%											
b) sometimes rude	23%											
c) always indifferent	0%											
d) cannot say	0%											
<p>13</p>	<p>Internal assessment was</p> <p>a) Always fair b) sometimes unfair c) Usually unfair d) sometimes fair</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Always fair</td> <td>93%</td> </tr> <tr> <td>b) sometimes unfair</td> <td>5%</td> </tr> <tr> <td>c) Usually unfair</td> <td>2%</td> </tr> <tr> <td>d) sometimes fair</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) Always fair	93%	b) sometimes unfair	5%	c) Usually unfair	2%	d) sometimes fair	0%
Response	Percentage											
a) Always fair	93%											
b) sometimes unfair	5%											
c) Usually unfair	2%											
d) sometimes fair	0%											
<p>14</p>	<p>What will be the impact of internal assessment on your result?</p> <p>a) Helpful for improvement b) Dissatisfactory c) Not effective d) Some times effective</p>	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>a) Helpful for improvement</td> <td>96%</td> </tr> <tr> <td>b) Dissatisfactory</td> <td>3%</td> </tr> <tr> <td>c) Not effective</td> <td>1%</td> </tr> <tr> <td>d) Some times effective</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	a) Helpful for improvement	96%	b) Dissatisfactory	3%	c) Not effective	1%	d) Some times effective	0%
Response	Percentage											
a) Helpful for improvement	96%											
b) Dissatisfactory	3%											
c) Not effective	1%											
d) Some times effective	0%											

15	<p>How frequently you get response the from teachers on your work</p> <p>a) Regular &amp; timely b) Useful remarks c) Some times late d) without any remarks</p>	 <table border="1"> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Regular &amp; timely</td> <td>82%</td> </tr> <tr> <td>Useful remarks</td> <td>15%</td> </tr> <tr> <td>Some times late</td> <td>3%</td> </tr> <tr> <td>without any remarks</td> <td>0%</td> </tr> </tbody> </table>	Response Category	Percentage	Regular & timely	82%	Useful remarks	15%	Some times late	3%	without any remarks	0%
Response Category	Percentage											
Regular & timely	82%											
Useful remarks	15%											
Some times late	3%											
without any remarks	0%											
16	<p>Whether teachers discuss with you on assignment?</p> <p>a) yes Completely b) yes to some extent c) never discussed d) Some times discussed Z</p>	 <table border="1"> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>yes Completely</td> <td>88%</td> </tr> <tr> <td>yes to some extent</td> <td>9%</td> </tr> <tr> <td>never discussed</td> <td>1%</td> </tr> <tr> <td>Some times discussed</td> <td>2%</td> </tr> </tbody> </table>	Response Category	Percentage	yes Completely	88%	yes to some extent	9%	never discussed	1%	Some times discussed	2%
Response Category	Percentage											
yes Completely	88%											
yes to some extent	9%											
never discussed	1%											
Some times discussed	2%											
17	<p>Whether the Introductory lecture has been given in the beginning of the course?</p> <p>a) Yes                      b) no</p>	 <table border="1"> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>94%</td> </tr> <tr> <td>no</td> <td>4%</td> </tr> <tr> <td>never discussed</td> <td>0%</td> </tr> <tr> <td>Some times discussed</td> <td>2%</td> </tr> </tbody> </table>	Response Category	Percentage	Yes	94%	no	4%	never discussed	0%	Some times discussed	2%
Response Category	Percentage											
Yes	94%											
no	4%											
never discussed	0%											
Some times discussed	2%											



**Dr Kaveri Dabhadkar**  
Signature of  
IQAC Convener



**Dr. J.P. Sheohare**  
Signature of  
Principal

## **Annexure III**

### **1. Title of the Practice – Shikshak-Abhibhavak Yojana**

#### **Objectives of the Practice**

The College caters the students coming from urban, semi-urban and rural areas. Owing to their social background they are little shy and hesitant in spite of having competence. Teacher-student relationship plays a significant role in influencing student's social, emotional and academic development. Our objective is to bring them in mainstream by developing positive relationship between teachers and students for all-round development of student, thus helping them to achieve their goals and make them responsible citizens of India.

#### **The Context**

We all want to feel cared for and valued by the significant people in our world. Students are no different. As being teacher we ourselves form our classroom discipline plan. A teachers imposes a great deal of notions over his /her students simply due to the fact that they are with them for up to five and a half hours each day, six days a week. When students feel that the teachers value and care for them, as an individual, they are more willing to comply with the wishes of teachers. This is why it is so important to remember that, when it comes to student behavior, it's far more often the relationship students have with a teacher than it is the rules themselves that encourages students to follow those rules.

This practice gives importance to the role of the teacher as mentor and counsellor, facilitates closer bonds between faculty and students and positively affects the academic as well as the overall performance of the student. The issues that addressed in designing and implementing Shikshak-Abhibhavak Yojana are-

- To enhance learning capabilities of the students along with-  
Personality development
- Confidence building
- Developing positive attitude
- Making girls aware regarding safety issues- Physical abuse at home/society/work place
- Career guidance
- Any other required by the student

#### 4. **The Practice**

A committee is formed to monitor the process, comprising of convener- A senior Professor & members – four faculties. All the students of the college have been grouped into groups of fifty students. Every teacher has been given guardianship of 50 students. The students will be tied the guardian till the completion of course.

Teachers collect records of every ward regarding their result, marks obtained, internal assessment evaluation, thus progression of student is monitored. Hobbies and sports liking of the student is also recorded and is encouraged to pursue it. Meeting with the group was conducted by teacher. Parent teacher meet was organized to get feedback from parents.

The strategies to develop positive teacher-student relations to enhance learning potential include-

- Communicating Positive Expectations
- *Call on All Students Equitably*
- *Increase Latency Periods When Questioning Students*
- *Give Hints and Clues to Help Students Answer Questions*
- *Tell Students that, they Have the Ability to Do Well*
- Correcting Students in a Constructive Way

#### 5. **Evidence of Success**

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

The practice has helped to create a congenial atmosphere in the college. Teacher being guardian is more attentive towards their ward. Students being ward are more receptive for suggestions of guardian. A bond is being developed between two. Performance audit of students help to rectify problems that encounter during academic and other activities. Students share not only problems related to academics but economic and personal problems. Such counseling helps to solve root cause of problem thus help in achieving academic goals and overall personality development.



Parent teacher meet was organized by the Shikshak Abhibhavak Samitee in this academic session. Each “teacher guardian” was deputed to conduct meeting with their ward and parent. The meeting turned to be a great success. In all more than 250 parents took part in the meeting and expressed their view regarding teaching -learning, infrastructure, co-curricular & extra curricular activities of the college. Some of the views expressed and suggestions given by the parents are as follows:

In general parents showed satisfaction regarding discipline & academic environment of the college.

#### **Views**

- Teachers are courteous and always ready to help the students. They also pay attention toward personality development of the students.
- Parents were satisfied with the expansion of Infrastructure facilities in the college premises.
- Academic environment of the college is very good.

#### **Suggestions**

- Increase of seats in P.G. Similarly
- Provision of coaching for NET-SLAT, PSC & other professional examination.
- Provision of dress code should be implemented in the college.
- Expansion of laboratories.

### **6. Problems Encountered and Resources Required**

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

- Teachers have to undertake lot of paper work. The whole exercise should be computerized to analyze the data
- To maintain record of every ward teachers have to move class to class which is time taking and cumbersome. It is suggested that the examination cell & Admission cell provide data as per the requirement of teacher.
- Absence of students also create a problem in obtaining the data

## 2. Title of the Practice – Learning by outreach programme

### Objective of the Practice

Extension is the aspect of education, which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve the society and learn from the experiences. The curriculum-extension interface has an educational value, especially in rural India. The college's objectives of extension practices are:

- Engage the students and staff in College-Community Partnership
- Introduce and motivate students towards community service
- Create environmental awareness among students being future citizen of country.
- Plan and do the suitable extension activity offered by the departments

### The Context

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Sustainable practices of the institution leading to superior performance resulting in successful outcome in terms of generating knowledge which will be useful for the learner as well as the community. Numerous extension activities are promoted to inculcate a sense of civic responsibility and community orientation while provisions and facilities for intellectual stimulation and development, sports and games, NSS and a large number of cultural activities facilitate the all-round personality development of the students, training them in team-work, organization and leadership and providing opportunities for developing their latent creative talents. Extension activities provide opportunities for student to get applied aspect of the study apart from course module. Through such activities students not only experience the problems of society but also learn how to resolve them. Students learn to act objectively. Such experience makes students more responsible towards society. The data collected over the years give the students overall realization of socio-economic condition of the society. These activities enrich their experience and help to develop the new facet to their personality.

**The Practice** Institution offers students the opportunity to participate the extension activities as part of their curricula. Extension work has been done under the umbrella of National Service Scheme, National cadet corps Youth Red Cross Society, Home science Department. It is mandatory for the first year students to take part in extracurricular activities. In the subject Zoology, Home Science, Botany & Geography it is an integral part of syllabi. Awareness is raised by the departments on the relevance of participation in such activities.

In our college importance has been given to the applied studies along with the theoretical aspects. To understand the value of life it is essential to understand the surrounding first. It is a tradition of our college to move nearby or far-off places to get practical knowledge. Either in the form of geographical survey, Excursion in zoology & Botany for sensitizing students towards environmental issues, extension program of home science, rural camps of NSS all these plays vital role in execution of extension activities in college.

## 5. Evidence of Success

### NSS

Number of programmes have been organized by NSS for bringing social, economic and academic awareness among the students throughout the year.

Year	Programme
2013-14	NSS Students of the college Participated in plantation program held on 3.8.2013 in college premises
	On 14.8.2014 orientation programme for student organised to
	Speech competition on national integration was organised by NSS students on 15.8.2014
	15 Students of NSS Unit Participated in Judicial Literacy Training organised by District VIDHIK PRADHIKARAN on 24.8.2014
	Voters awareness campaign and rally organised on 18.11.13
	Socio-economic survey conducted by the students in village PAND(18.12.13)
	participation in women entrepreneurship discussion organised IN industrial fair Bilaspur
	Seven days NSS camp on the theme of "environment awareness and youth" organised in village Pand . 110 students of NSS unit participated

During week long NSS camp students participate in various community welfare activities. Students prepare soak pit, clear garbage around well and hand pump. Students do door to door campaign to spread the message to inculcate awareness of water conservation, literacy, plantation by distributing pamphlets regarding ., Students also play motivating drama to educate villagers to adapt good practices of environmental protection and social upliftment .

**Community welfare Activities:** The College undertakes various community welfare programmes involving people from all walks of life and launching programmes for them. Various departments are actively engaged in imparting awareness among the people of villages. Activities undertaken in the campus to benefit students and in near by localities or society are listed below-

Departments	Year	Activities
Red Cross	2013-14	<ul style="list-style-type: none"> <li>• Blood donation camp organized by Red Cross unit of the college</li> <li>• Lecture on Awareness for----- by the Dr.Hotchandani,Dr. Sanjay Mehata was organised in the college</li> </ul>
Zoology	2013-14	<ul style="list-style-type: none"> <li>• To make aware the people about the biodiversity of surrounding of bilaspur city an exhibition was organised in collaboration with the nature club at Raghvedra Hall Bilaspur</li> </ul>
Home Science	2013-14	<ul style="list-style-type: none"> <li>• Mother Meeting on child rearing practices and various developmental problems was organized by the Department in Bhagini Mandal, Rajendra Nagar Bilaspur.</li> <li>• PG Students visited Village Pali. Various activities regarding health and nutrition has conducted in village these are : Anthropometric Measurement of children Students gave demonstration for food preservation. Health Check up of ladies(Blood Pressure,RH factor ) Distribution of brochures on Low cost nutrients sources</li> <li>• Health Check up of villagers of Pand :- Haemoglobin testing, RH factor ,Blood group. blood pressure</li> <li>• Distribution of MAGIC LADDU to village children that are prepared by the P.G. students.</li> <li>• PG students visited to Old Age Home where recreational activities were organised by the students. Faculty members has counselling them on "how to cope up the stress.</li> <li>• Stusents also visit to MATRUCHHAYA:A ORPHEN CHILDRENS HOME.Students and faculty donate money for betterment of them .they also give suggestion for nutrients supplements for child.</li> </ul>
Sociology	2013-14	<ul style="list-style-type: none"> <li>• Visit and counselling to old age home Bilaspur</li> </ul>

**Socio- Economic survey:** Eighty percent of our population resides in villages, socio-economic surveys of villages make student aware of social frame work of region, their economic conditions, religion and their correlation between literacy levels. This year a survey conducted by Geography Department is as follows–

YEAR	SAMPLE VILLAGES	NO. OF STUDENTS	TEAM LEADER
2013-14	Vijaypur, Bhaisajhar, Paraswara, Baputi	35	Dr. D. D. Kashyap, Dr. G. Singh, Dr. K. Dabhadker, Dr. S. Shukla, Dr. S. Ekka
2013-14	Excursion & village survey of PANCHIDHARA	96	Dr. D. D. Kashyap, Dr. G. Singh, Dr. S. Shukla, Dr. S. Ekka

**Environment awareness:** Urban development has caused lot of environmental problems in the country. Environmental education and awareness is must for students so as to understand this burring issue through these campaign we bring the students back to mother nature, to make them understand holistic approach towards development. Following are some efforts towards this-

	Year	No. of Students	Programme
Hindi	2013-14	27	Excursion was organized to Chaturgarh to observe Faunal Diversity, with the aim to generate environmental awareness
Geography	2013-14	35	Environment awareness campaign was organised in village Pand to make aware the villagers about water conservation, cleanliness ,plantation soak pit and proper garbage disposal
		50	Excursion to "PURI" was organised by the department to acquire the knowledge of coastal physical features and socio-economic –cultural setting of the coastal region.

## Annexure IV

### SWOC Analysis of the College

#### STRENGTH:

- Since its inception in 1961 this college has imparted education to girl students, playing a major role in the empowerment of women. It is also the oldest and largest girls' college in the entire region.  
The college is Multidisciplinary, which offers PG in 17 subjects; it is the only girls' college offering many novel courses to students of this region.
- Being an AUTONOMOUS College academic flexibility is enjoyed in designing the curriculum.
- Considering economic background of students, fee structure of SELF FINANCE COURSE is kept low as compared to other institutions.
- Students are continuously evaluated by internal assessment scheme which helps them to assess themselves throughout the year and achieve academic targets.
- The college has been bestowed "COLLEGE WITH POTENTIAL FOR EXCELLENCE" status by UGC in year 2010.
- Department of Home Science was awarded as EXCELLENCE IN HOMESCIENCE in the year 2003.
- The college has HIGHLY QUALIFIED, HARD WORKING, COMPETENT faculties to facilitate learning.
- Eight P.G. Departments are recognized RESEARCH CENTERS of universities.
- NODAL CENTER works as resource center and provides opportunity to connect students globally.
- Academic environment is monitored and maintained by "ACADEMIC AUDIT COMMITTEE"
- "SHIKSHAK ABHIBHAVAK YOJANA" is implemented in the college for mentoring the students providing strong student support system and helps to uphold healthy student teacher relation.
- The college has WELL EQUIPPED SCIENCE LABORATORIES and COMPUTER LAB.
- The college has AUDITORIUM AND CONFERENCE ROOM to carry out various cultural and scholarly activities.
- Sports department has GYMNASIUM with all gears and gazettes. The department conducts various sports activities throughout the year.
- Beautiful gardens in the campus enhance the ambience of the college
- CANTEEN facility is provided to students and staff at reasonable rates.

- Elaborate FEED BACK is obtained from students on curriculum, teaching and teachers and is analyzed to improve accordingly.
- Students are provided COMMON ROOM, READING ROOM facility for utilizing the time maximally.
- RURAL CAMPS & other PHILANTHROPIC activities are undertaken by NSS, NCC and other departments.
- STUDENT/RESEARCH MAGAZINE is published by the college every year to bring forward literary talent and research findings of students and staff.
- The college has two girls' hostels with the total capacity of 150
- Photocopy& STD facility is provided to students within the premises.
- Eco-friendly premises.
- Smart class room to make students techno-friendly.

#### **WEEKNESS**

- As the student strength is increasing every year, the college needs to INCREASE NUMBER OF CLASSROOMS AND EXPANSION OF LABORATORIES for easy working
- INTERDEPARTMENTAL TWINNING within college yet to be developed.
- Poor economic background of students' poses hurdles in execution of many student centric activities.
- Number of sanctioned posts is far less in the PG departments than is expected as per the UGC criteria.
- College does not enjoy enough academic freedom as it is bound by the rules of either the Govt. or parent university.
- AUTOMATION OF LIBRARY is in progress till date.

#### **OPPORTUNITIES:**

- To develop CONSULTANCY services to provide expertise of faculties to the society.
- Improve on the number of Research projects
- To provide a platform for scholars by organizing Conferences at national & international level to encourage research
- Delimit the scope for developing Interdisciplinary research & teaching.
- To organize various programs for initiative of capacity building of teaching and non teaching staff of the institute.
- To collaboration with national institutes for academic enhancement.

**CHALLENGE:**

- To Provide INFLIBNET facility and automation in the Library.
- To improve the quality of the research
- Providing more classrooms to fulfill present need
- Posts of Professors are vacant , which hinders the teaching process
- Proposal for a course in MSW
- Establishing computer lab for B. Com. computers
- Expansion of laboratories
- Construction of indoor sports complex (Proposal already moved)
- Organize National/International seminar every year
- Library automation
- Construction of classrooms
- Clean drinking water supply in new wing
- Expansion and renovation of autonomous section
- Expansion of existing Botanical garden
- New vocational courses to be started
- Audio centre for blind students
- Toilets for Physically disabled students

---\*\*\*---