



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Satya Narayan Agarwal Government Arts and Commerce College
• Name of the Head of the institution	Dr. R.D. Diwan
• Designation	Professor and In-charge Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	NA
• Mobile no	9425514283
• Registered e-mail	gdc.kohka@gmail.com
• Alternate e-mail	iqac.gdckohka@gmail.com
• Address	Kohka-Neora, Post-Tilda-Neora, Dist-Raipur (C.G.)
• City/Town	Raipur
• State/UT	Chhattisgarh
• Pin Code	493114
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Pandit Ravishankar Shukla University, Raipur (C.G.)				
• Name of the IQAC Coordinator	Dr. Rakesh Derhgawen				
• Phone No.					
• Alternate phone No.					
• Mobile	9406087573				
• IQAC e-mail address	iqac.gdckohka@gmail.com				
• Alternate Email address	rakeshderhgawen@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	http://gdckohka.ac.in/College.aspx?PageName=AQAR				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://gdckohka.ac.in/Content/6_1_21_Academic%20Calender%202021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.2	2022	19/04/2022	18/04/2027
6.Date of Establishment of IQAC			15/12/2017		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
NA	NA	NA	NA	NIL	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year		0
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?		No
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
To provide First Aid facilities to students (11.11.2000)		
To install Sanitary Napkin Vending Machine in Girls' Common Room (14.12.2021)		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		
Plan of Action	Achievements/Outcomes	
No meeting was held, so nothing planned.	0	
13.Whether the AQAR was placed before statutory body?		No
<ul style="list-style-type: none"> Name of the statutory body 		
Name	Date of meeting(s)	
Nil	Nil	
14.Whether institutional data submitted to AISHE		

Year	Date of Submission
2021-22	12/01/2023

15. Multidisciplinary / interdisciplinary

The HEI is multidisciplinary at UG and PG levels, with Arts, Commerce and Science at UG level and Commerce and Arts at PG levels. At PG four subjects in Arts faculty, viz. Economics, Hindi, Political Science and Sociology; and Commerce are run.

Both streams of Science, i.e., Biology (Botany, Chemistry, Zoology) and Mathematics (Chemistry, Mathematics and Physics) are run.

16. Academic bank of credits (ABC):

As per the latest instruction of affiliating University, registration of students for Academic Bank of Credits (ABC) has been started. Students are also being motivated to register for DigiLocker. Academic Bank of Credits will be properly implemented as soon as the affiliating university approves it.

17. Skill development:

Courses or opportunity for hard core skill development are not available in the HEI. However, in conformation to the level of education, Graduation and Post Graduation, various soft skills, plus entrepreneurship guidance programmes have been, and are regularly, conducted.

The HEI invites lectures and eminent resource persons for financial education, entrepreneurship guidance, communication skills, personality development, gender sensitisation etc.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The HEI adheres to the curriculum prepared by the affiliating University. Whatever is included in the syllabii is part of the teaching.

There is no section devoted specifically to Indian Knowledge System as such. However, culture is a part of curriculum in Sociology both at UG and PG levels.

The HEI is currently not running any online course.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The curricula are prepared and prescribed by the affiliating University, and learning outcomes are also suggested in the respective curricula. To make students aware of their actual goal, these outcomes are communicated to students also. The faculty ensures that the outcome are achieved, as far as possible.

The success is seen in the success ratio of our students, which is invariably higher than the overall University average of success.

20.Distance education/online education:

The HEI is not authorised to undertake distant education programmes or any online programme.

Extended Profile

1.Programme

1.1	8
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	1024
Number of students during the year	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2	250
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	357
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Number of outgoing/ final year students during the year		
File Description	Documents	
Data Template	View File	
3.Academic		
3.1		17
Number of full time teachers during the year		
File Description	Documents	
Data Template	View File	
3.2		35
Number of sanctioned posts during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1		21
Total number of Classrooms and Seminar halls		
4.2		12.82140
Total expenditure excluding salary during the year (INR in lakhs)		
4.3		2
Total number of computers on campus for academic purposes		
Part B		
CURRICULAR ASPECTS		
1.1 - Curricular Planning and Implementation		
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process		
<p>The Institution follows the curriculum prescribed by Pt. Ravishankar Shukla University Raipur. The university also provides academic calendar before the commencement of each session for implementation of curricular and extra-curricular activities. parallelly, the</p>		

Institute prepares its own action plan in consultation with the departmental heads and faculty members.

At the UG level, Unit and Half-yearly tests are conducted under the supervision of the Examination Cell. At the PG level, continuous appraisal has been provided for in the syllabi themselves. The method of such appraisals are - two internal examinations, Seminars and Projects and are conducted by the departments concerned.

The Institute makes every effort to improve knowledge and understanding of the students depending upon their learning capabilities.

The faculty is encouraged to participate in workshops, seminars and other FDPs to hone their teaching skills and effective curriculum delivery.

Every teacher is required to maintain a daily diary wherein he has to enter his proposed work over a period (generally, a month) and actual job accomplished on a daily basis.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	0

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The Affiliating University provides for an Academic Calendar wherein a tentative schedule for all curricular and extra-curricular activities is given. Right from admissions, to constitution and oath ceremony of the Students' Union, schedule for University examinations and also the dates for periodic internal assessment examinations by the Institute are mentioned.

Within the University's annular framework, the Institute prepares its own calendar to conduct/ hold/ organise various programmes and events.

Unless there is an unavoidable situation, the calendars are more or less followed. That helps the HEI in keeping pace with the University.

Internal Assessment had been a part of overall evaluation of students at PostGraduate levels. Internal Assessment accounts for 20% of total evaluation of a PG student. The University has mandated internal assessment even at UG level as part of overall final evaluation. That makes Internal Assessment a more serious matter for students as well.

Besides, written periodic exams are taken as CIE. That enables students for self-evaluation and act accordingly. This also helps faculty in identifying slow learners and help them out.

Answer scrips of the internalexaminations are returned to students with notes from each subject teacher about the strong and not-so-strong facets of the assesse and the ways to overcome/ further improve them.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	0

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

0

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	No File Uploaded

1.3 - Curriculum Enrichment

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

The Institute not being an autonomous academic body, follows the curriculum designed by the affiliating University. Thus credit

cannot be claimed for integrating cross-cutting issues in the syllabi by the Institute. However, the fact remains that faculties from the Institute are in the Board of Studies of the affiliating University and share the responsibility, hence credit, of curriculum design.

Special emphasis is laid on cross-cutting issues by picking them up from the curricula and explained in details during awareness/sensitization programmes under various committees and events. Like, gender issue is part of Sociology at UG level. This is further underscored during sensitisation in Internal Complaint Redressal Cell, commonly called Sexual Harassment Cell. Similarly corruption is in the PG course of Political Science.

Similarly, Environmental Studies and Human Rights is a complete and compulsory subject at UG level across faculties. A student is required to pass in it, to be a graduate.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

7

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

387

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

E. None of the above

File Description	Documents
URL for stakeholder feedback report	NA
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	No File Uploaded
Any additional information	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

E. Feedback not collected

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	NA

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1024

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

120

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

Admissions in the College are guided by the directives from the state government and the affiliating University. Merit judged by the marks scored in the qualifying examination is the sole criterion for admission.

This yardstick is used to assess the academic acumen of incumbent students. Periodic internal examinations further help identify the weaker students.

Even as no thick line of distinction is drawn between strong and weak students, the teachers do keep a tab on the slow learners. The task is to pull the slow-learner up rather than slowing down, lest the fast learners lose. The faculty generally leaves notes on the answer scripts of the students in the periodic exams. They mention the good and not-so-good in the scripts, and then how to improve.

The impact is seen in the results at annual university examinations where our students perform much better than the University average. Generally, the first year students do not know and understand the difference between the requirement and purpose of

school education and higher education. Having identified the problem, the faculty addresses to it at the very outset.

Slow learners are made to feel that they are not suffering from any handicap. They are encouraged to be inquisitive. At times, teachers underscore that scoring in an examination is not the goal, learning is. And learning would be beneficial in competitive examinations and in real life. This reduces an unseen pressure on the slow-learners and they start believing in themselves.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
1024	21

File Description	Documents
Any additional information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Participative learning is by far one of the most effective and easy method of both teaching and of learning. Having understood and recognised that, the faculty invariably resorts to it during the classroom teaching. Very frequently, questions are dropped in the class and the students are asked to find its answer.

Students of Biology group in Science have themselves created a botanical garden. The students contribute plants and are required to submit the taxonomy of the plant concerned. They are further suggested to arrange the plants as per the taxonomic specifications.

The college posts a wall magazine. Write-ups by students are posted in this wall magazine. In order to make them understand the value of serious and mature writing, the write-ups are edited by a dedicated editor, and then published with name and class of the student-

authors.

In the Faculty of Social Sciences and Humanities, current affairs are frequently discussed. Students are encouraged to discuss the problem, and then come up with solutions. The purpose is to let the students think. In the process, they understand that opinions differ and that the differences need to be honoured.

Since our students come from the rural background and have the local language, Chhattisgarhi, as their main communicative language, they have more or less a poor hold on Hindi, and very poor in English. The faculties of linguistics have tough time to improve it. This issue is addressed by making students read chapters from books, discussing a chapter, story, poem, or play/drama from the curriculum.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	NA

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

As mentioned earlier our College has a rural ambience. The students coming from villages are more familiar with the traditional Chalk-and-Board teaching method. The ICT enabled teaching is fast. While students are busy grasping the first screen, it goes off. In Chalk-and-Board, they go along with the teacher.

Secondly, being a government college, our major source of funding is government and all transactions are subject to government rules. Given the fact, reforms and shifting to more modern methods is rather slow here. Still, five class rooms are equipped with LAN for internet connection. Besides that, one classroom is equipped with projector facility and a sufficient PA system also.

Some teachers frequently use PPTs and projectors to take classes whereas Chalk-and-Board is preferred over ICT.

Nevertheless, for their personal advancement teachers regularly use ICT both in the College as well as at home. Data and knowledge available on internet is collected and used to augment one's classroom presentation.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

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

2.3.3.1 - Number of mentors

12

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	No File Uploaded
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	No File Uploaded

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

21 / 20

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

8

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

208 Years 9 Months

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Internal Assessment is a necessary and integral part of learning. In our institute, we feel that assessment is an effort half-done if it is not communicated to the students, because the purpose of internal assessment is to bring changes the way a student is learning, to improve one's grasp and expression.

We encourage our students to take the assessment tests seriously, sans tension or any pressure. Still, the tests are handled with appropriate concern and zeal. The teachers concerned, not only evaluate the answers and scribble down the marks, they also analyse the strengths and weaknesses of every student and note them down on the answer scripts themselves. Evaluated copies are returned to the students to see what they had written, what was expected of them and how to improve in due course.

Common issues are discussed in the class room for the benefit of all. At the Post-graduate level, internal assessment is part of

assessment held by the University. In such cases, returning the answer copies is not possible. So, at PG level, more informal method of general discussion is adopted. Group discussions and seminars are organised, sometimes, in inter-discipline mode, as means to personality development.

The method adopted by us has remarkably reflected in the annual examination results of the students. Success ratio of our students is much better than the University average in any examination

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	NA

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

As mentioned already in point 2.5.1 supra, internal examinations in this Institute are aimed at improvement of learning process of the students and their power to express what they have learnt.

The aim of such examinations is not exactly examining as such, and evaluating our students. Since they are more remedial in nature, and students also are aware of this fact, grievances are practically non- existent.

Moreover, the outcome of any such examination is discussed in the class room, and also notes are given on the answer books, students are mostly satisfied.

In very rare cases, where a student feels, he or she has not got a fare deal, his or her points are heard in the class room itself and addressed to.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	NA

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The HEI offers general non-technical and non-skill programmes at undergraduate and postgraduate levels. The outcomes of the general courses by far remain undefined. The affiliating University, responsible for curricula design, also has not taken any step in this direction. Nevertheless, the fact remains that any programme offered by an Institution is not, and should not be, without any goal.

The faculty, therefore, has in general adopted an informal and more or less reverse process of goal setting or deciding the Programme Outcome. Teachers identify the needs of the students and link them with the courses they join. In essence, the Course Outcomes on which focus is laid, are fluid, flexible and versatile. They are tailor-made for the students.

At the PG level, the students are advised that this is a level that should necessarily lead to teaching at College level. They are encouraged to take NET of the UGC-ICSR. The Commerce and Hindi departments boast of many students having cleared the NET.

In all the UG streams, the students prefer teaching at school levels, and many schools in the area have our alumni as teachers. The faculty guides them as to how to become a good teacher.

The Career and Counselling Cell keeps students abreast of new openings. Lectures are organised frequently to let the students know what to target and how to prepare for it.

In not-so-exceptional cases, some of the students have made upto the civil services and have joined the state police service.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	NA
Upload COs for all Programmes (exemplars from Glossary)	No File Uploaded

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

As already mentioned in point 2.6.1 supra, the Programme outcomes have been kept fluid and flexible. This, therefore, implies that they don't have a fixed and predecided outcome. They are variable, and therefore no formula can be made to assess the attainment of

outcomes.

For example, as mentioned in point 2.6.1 supra, some of our alumni are into education at school levels, whether government or otherwise. But HEI is not an Education College, neither does it impart any training for the same. There being a teacher cannot be linked to any of programme carried-out here.

In other words, theoretically it cannot be claimed as course outcome of this Institute. Whatever help and guidance the students get is at best, informal and to some extent, personal.

Many former students are in marketing even if they never belonged to the Commerce stream. Some are in social service/politics.

In such cases, credit to the college gets limited to the overall environment and culture of the institution. It cannot be linked to any course or the course outcome.

The students keep in touch even after having left the college, as is general practice in rural India. They connect at personal level and also through the Alumni Association. They do provide the Institute necessary feedback to let us analyse our strategies and improvise on them.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	NA

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

353

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	NA

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

http://gdckohka.ac.in/Content/11_115_SSS_2021-22.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

0.00

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

1

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	NA

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The institute motivates its students and faculty members for innovative thinking. Students are encouraged to develop innovative thinking. Events and competitions such as quiz, essay writing, speech, debate etc. are organized for the intellectual growth of students. Such programmes help students discover and groom their potentials, and help them conquer their worry and hesitation. Lectures of experts from various fields are arranged from time to time.

Faculty members are encouraged to involve in research activities. They are also encouraged to participate in conferences, seminars and workshops to gain appropriate skills for research and innovation. The institute promotes faculty members to write research papers and academic articles, reviewed articles, book chapters and books.

It may however be admitted that the pandemic and its impact on educational institutions, in the form of many restrictions, greatly

hampered our efforts in this regard.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	NA

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

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

0

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	NA
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

0

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The institute is committed to sensitize the students to social issues like environment protection, social responsibilities, gender issues and nationalism through extension activities.

The extension activities of the Institution are largely managed by its NSS unit which is quite active and took-up many activities in the session. Plantation was done by NSS volunteers and faculty members at various occasions. Also, in conformation to the Swachh Bharat Abhiyan cleanliness is a regular activity of the NSS inside campus, and also extends to public places of nearby areas.

To encourage the organic farming, importance and preparation of vermi compost was described to the students. NSS also organized a camp at Khaprikala village. Covid vaccination survey was also performed by the NSS volunteers during the camp to protect our society from pandemic. Rally was executed to spread the public awareness for cleanliness, vaccination and other social issues.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	No File Uploaded

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

14

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1004

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

0

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

0

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	No File Uploaded
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The HEI is situated on twenty acres of land.

The College building comprises of two buildings. The main building is older and houses the administrative wing, library, sports department, a girls' common room, and all the Arts and Commerce departments - both UG and PG.

The Science Block, which is connected to the main building by a corridor, was constructed recently, and houses the laboratories, class rooms and departments of the Science Faculty.

There are 20 fully lighted and well ventilated class rooms. For Botany, Zoology, Physics, and Chemistry - there are adequate and separate laboratories.

The library of the Institute maintains a reading room and approximately 20000 books in all categories. Besides, every PG department has a departmental library.

The college provides potable water to the students. CCTV cameras are fitted in the campus. The campus is relatively very green thanks to in-house plantation. Divyang students use ramp and separate toilet facilities in the building. The Institute is also marked by a playground, a fitness center, and a canteen for its students.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	http://gdckohka.ac.in/photo_gallery.aspx

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

In order to infuse better PD traits among the students, the Literary and Cultural Committee of the Institute organises various events, both academic and cultural. These activities culminate into the Annual Function of the HEI towards the end of session. Students are encouraged to compete in the cultural events held at University level.

Various important days are also celebrated in the Institution by teachers, students, and NSS volunteers to motivate and make aware students in general and people in villages around the HEI.

An NSS Unit with more than 100 Volunteers is functional in the College. It regularly conducts programs of social awareness like plantation, cleanliness drive, promotion of literacy etc.

The Institute has facilities for both indoor and outdoor games and sports, like table tennis, carom board, chess, football, volleyball, badminton, kho-kho, kabaddi, cricket, and athletics etc.

International Yoga Day is organized with full fervor. The HEI also hosts sector and state level sports competitions assigned by the university.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://gdckohka.ac.in/Content/8_117_IMG-2023_0727-WA0003.jpg

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

1

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://gdckohka.ac.in/events/2d019944-06af-4f53-aba5-6eff0730982a.png
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

0

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Our College has a specific setting and backdrop vis-à-vis its geo-demographic location, and also its clientele. The College library, does have an Integrated Library Management System, but has been limited for official consumption.

Attempts at subscription of journals have not been quite successful in past. The remote location leads to missed issues.

Purchasing/subscribing directly from the book stall, therefore, is the preferred mode of accessing magazines and journals. The library has more than 20000 books on the shelves. They all range from text books on all subjects, to reference books, books for general knowledge, current affairs and competitive examinations. Some Classic titles in Hindi and English literature are also available.

In order to keep students abreast of latest news, newspapers are also made available on a regular basis.

The library also serves as the welfare node for the students of weaker sections - the poor and those belonging to Scheduled Castes and Scheduled Tribes. Books and stationery specifically sanctioned for such target groups are made available through library.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	http://gdckohka.ac.in/Content/15_117_New%20Doc%2007-18-2023%2011.36_11.pdf

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

D. Any 1 of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1.68637

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

13.62

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

There are sufficient computers available in the Institution. Almost all the office work is computerised. Some departments in the college also avail this facility to improve their efficiency.

In order to provide assistance to the educational needs of the students the Institution runs Network Resource Center.

The Institute uninterrupted Wi-fi connectivity to its students and faculty members. Besides, cabled internet facility is available to all the computers in various departments. All the computers have been bound in Local Area Network for easy access and transfer of files.

The Institute has procured sufficient number of LCD projectors to strengthen teaching-learning experience. It encourages the faculty members to use these IT facilities to the full.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NA

4.3.2 - Number of Computers

10

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

C.10 - 30MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

6.83

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

Institution ensures appropriateness in using, maintaining, and improving the various significant facilities such as classrooms, computers, laboratories, library and the facilities for sports activities. Although it is bound to take the assistance of Public Works Department of the State Government for construction and maintenance of the building, painting, and restoring the damaged part to good condition, the portions of immediate requirement are

constructed and repaired by the Janbhagidari fund. The library of the Institute has number of books beneficial to the students and faculties. It receives budget allocation from government for procurement of books and journals. After admission, a student is entitled to borrow books from library. The Institution collects a fee Rs. 40/- as library development fund from every student which is used for furnishing and maintenance of reading room and for meeting. A fee of Rs. 120.00 is collected in the head PWF. This is used in organising events allotted by the University, sending players to events organised by others, and in procuring equipments. The Institution ensures their optimum use in academic as well as in administrative purposes. The Janbhagidari Samiti provides help in case of genuine needs for which fund from any established source is unavailable.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	http://gdckohka.ac.in/photo_gallery.aspx

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

564

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

C. 2 of the above

File Description	Documents
Link to Institutional website	http://gdckohka.ac.in/photo_gallery.aspx
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

<p>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p>	<p>A. All of the above</p>
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File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

0

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File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

59

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one)

during the year

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

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

An adequate representation as well as active participation of the students in academic, administrative, and extra-curricular activities- is always promoted by the Institution.

Besides the Students' Council, the activity societies are monitored by the Principal, who is the patron of the Students' Union, and the Professor-in-Charge. A committee for the supervision of Students' Union exercises is also functional in the college. Students from each of the categories namely Scheduled Tribes, Scheduled Castes, Other Backward classes and Divyangjans are also nominated, if not already nominated on merit, to ensure their representation in the Council.

The function of the Students' Council is to be a bridge between the administration and students. It brings various problems of the students' into the notice of the college management. The Council members are encouraged to offer their ideas, suggestions, and solutions of the problems during the meeting called by the Patron. In this way, the Students' Union provides a platform of learning for the Students before their initial steps into the society.

Due to the pandemic the students council was not formed and minimum activity was observed during the given period.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

5

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The Alumni Association of the HEI was well appreciated by the Peer Team during its visit for Accreditation in the first cycle. The Association had shown a very warm attachment with their alma mater.

The alumni cover a wide spectrum in society - some are in factories, some in farming, many are self-employed or in business, and some are excelling in politics of grassroot level.

The President of the Alumni Association happens to head a local body. When he was approached for some help in the college, he brought in a big company to refurbish laboratories of the Science departments, under CSR.

Another member of the Association, who also happens to belong to the

family of Late Satya Narayan Agarwal, after who the Institute is christened, took up rennovation of electrical connections and some masonry work from his own resources.

Even as no cash was collected by or deposited with the Alumni Association, the work got done is worth no less than 4 lakhs.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The HEI was established in a rural and somewhat remote area. At the time of Institution the region was bereft of any facility for higher education. Nearest HEIs were at Raipur and Bhatapara, and both were inaccessible then.

The College, thus, satisfied the need of higher education in the region. But, an HEI should not be limited to imparting education alone. It has to serve wider, and higher, purposes.

Hence theVision:To be the partner in opening up of our Students.

In order to let studentslose inhibitions, students are encouraged to talk to the faculty directly and put forth their grievances, problems or suggestions. Starting from the time of admission, parents speaking on behalf oftheir wards is discouraged, unlessthere is a valid reason.

Student Union elections areheld in a way that the students learn howdemocracy works on a larger canvas.

Annual functions provide the stage, and ample opportunity, to hone the leadership ability and also to develop personality through stage performances before huge gatherings.

The institution has 74.7% girls. The Institute strives hard to let them survive the patriarchal mindset of rural India. Awareness programmes are organised to let them understand what they need to stand up against, and what legal courses of action are available to them. Boys are also sensitised for a responsible behaviour.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

No Institution can survive if its decision making process is too centralised and the Head is required to be consulted on every issue, or where Head's team members are devoid of any idea, or of solution to problems, at their own. An HEI, in particular, has to be a hydra headed organic entity. Matters that could be resolved, should be resolved at lower echelons without climbing up to the top.

The Institute has a robust system in place that enables smooth and dispute-free handling of routine matters like admissions and examinations, to some not-so-ordinary matters like disputes among students. Even in initiating proposals in the interest of the Institute, teachers enjoy, and avail, enough freedom.

There are committees associated with various departments like sports and library, that look into the functioning of these departments and also help in decision making to the person in-charge.

Then, there are committees that work on academic planning for the whole session. They include the Time Table Committee and the Annual Calendar Committee.

Yet other committees are active round the year and serve as the support to the Head of Institution. They also ensure appropriate adherence to rules and procedures. Purchase Committee, Discipline Committee among many others are some of the examples.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Any institution has to function collectively. The commander alone cannot win the war. Our institution believes in collective leadership. Right from Principal as the Head of the Institution, down to the newest entrant to the system is encouraged to participate in the decision making, as far as the development/ betterment of the Institution, smooth functioning of different activities, and benefit of the students are concerned.

There are committees consisting of faculties for various functions. They all work according to the Principal's directive. The more important is, committees related to development work do not function behind closed doors. There are open discussions and ideas and opinions from all and sundry are solicited, including the office. This helps in all-round, and not vertical, development of the college.

All the committees are required to properly document their deliberations, recommendations and activities. Thus there are recorded events of everything, and things do not relate, neither belong, to specific persons.

To put it with more authenticity, every function and activity is institutionalised with some personalised touch.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	NA
Upload any additional information	No File Uploaded

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

This Institute is a government college. Therefore, the governance of the college is subject to, and in consonance with, the rules and regulations framed by the state government. The Institute, thus, has a freedom only of method at execution level.

Facts mentioned above notwithstanding, there are in-house bodies to help and advise the Head of the Institution. This system ensures that the structure of governance is not top-heavy, not monarchic and not unidirectional.

The Institute does not have any rule of its own regarding service, admission etc. They are all provided by the government or the affiliating University.

Most of the directives emanate from the state. Guidelines for admission, Students' Union, Academic Calendar, scholarships etc. are centralised for the sake of uniformity across the state.

The Head of the Institution forms various committees comprising suitable faculty members and if required, office staff, for numerous functions. These committees may be advisory or nearly obligatory in nature. There are some others that are obligatory as well as advisory.

The obligatory committees include the purchase committee, appointment committee, pay revision committee etc. Their role is to ensure that government directives and rules are followed in script and spirit.

File Description	Documents
Paste link for additional information	NA
Link to Organogram of the institution webpage	http://gdckohka.ac.in/Content/17_119_Organogram.pptx
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

B. Any 3 of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user inter faces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The HEI is a fully government-owned and government-managed Institution. It therefore has to follow all the norms and directives issued by the state from time to time.

All the regular staff of this Institute, whether teaching or non-teaching, is a state government employee. Not only salary and leaves are granted, and disbursed as per state norms, all other welfare measures are also prescribed by the state.

Among others, our College permits maternity and paternity leaves to the staff. While Paternity Leave (of six weeks) is admissible just after the birth of a child (maximum two), Maternity Leave (up to six months) and Child Care Leave (730 days till the child reaching the age of 18 years) to ladies is sanctioned. Child Care Leave can be applied for, and granted, in parts also.

Study Leave is also admissible to the staff, as it applies to other state government employees.

Among other benefits, free education of the wards in government Institutions, free medical treatment in designated hospitals (both government as well as private) within the state and outside, are also available.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

4

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The Institute, as mentioned on many occasions, is a government body and part of the overall Higher Education Department of the Government of Chhattisgarh. Every single person of the College, in Regular employment is temporarily deputed in the college and on the rolls of the department.

The overall personnel management is done at the government level. Therefore, right from appointment to annual appraisal, disciplinary action, as and when required, to transfer and promotion are in regulated at that level..

It, therefore, is futile to assess the performance of any member of the staff, academic or otherwise, at the Institute level.

Every member of the staff is required to file first part of the Annual Confidential Report, as designed by the government. As head of the Institution, the Principal is required to put her or his remarks on the self-assessment submitted by the person concerned. The final notes and comments, the real appraisal, are marked by higher authorities.

The ACR is the major tool before the government to assess the staff and act accordingly, mainly at the time of promotions.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

As a Government body, this Institute is subject to strict financial regime. It is mandatory to follow all the norms and procedures set by various Financial Rules including keeping up the (account) books and handling the cash. Purchases and stores are governed by the Kray evam Bhandaran Niyam (Purchase and Storage Rules).

Every purchase has to be transparent, competitive and open. Every single penny spent is subject to scrutiny through audit. The Institute undergoes two different audit agencies. One, from the Audit and Accounts department of the government. The Auditors are deputed with the Higher Education Department. They visit colleges and scrutinise all expenses incurred after the last audit.

The second agency is the Accountant General. Their auditors come directly from the state headquarters, and are not deputed to any particular department. During their visit, they also subject the accounts to scrutiny since their last visit.

Both the auditors can, and generally do, check the same accounts.

There is no fixed frequency of audit in the state.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

As a government body, the Institute is not supposed to collect or receive funds from non-government organisations, persons or bodies. There exists a properly registered Janbhagidari Samiti (People's Participatory Committee) formed under a Government directive, which is supposed to channelize funding from people in general and to use that fund in the development of the College.

As far utilisation of the funds is concerned, every effort is made to spend every single penny with full justification. The aim is more on utility of the expenditure than on simply spending.

A very good example is that of procuring furniture from the Central Jail, Raipur. This serves us three-pronged satisfaction - i) the money is not wasted; ii) the quality of the products made in the jail are much better than ones available in the open market; and, iii) our students' money goes as a contribution to a good cause - social service, as the products are made by the inmates of the jail, and part of the sales proceed is distributed among them and their families concerned, as wages.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Due to pandemic, the institute and its functioning were badly hit. The first half was practically locked down. Its impact continued to the latter half as well.

The IQAC could not, therefore, meet for the whole year.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Teaching and Learning are inherently, the most central activity and responsibility of an HEI. This core issue can never be let go, and no lethargy can be tolerated in this segment.

As already mentioned in Chapter 2.2.1 supra, the Institute has a very healthy, mature and effective method of evaluation of the Teaching-Learning process. Periodic internal assessments have been prescribed by the affiliating University. This, however, is not followed merely as a dictum to be followed routinely.

Internal assessments are taken seriously and students are guided on how to improve; where they were right; and, what could, or should, they change. As already mentioned, the purpose of such assessments is not to evaluate the students, but to identify their strengths and weaknesses, and to help them improve.

This endeavour and proactive approach of the faculty is fructified in the University results. The performance of the students of this Institute at University level examinations is always on the higher side of, and much better than, the overall University average.

File Description	Documents
Paste link for additional information	NA
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the

E. None of the above

institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	NA
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The Annual Action Plan by the Internal Grievances Redressal Cell is chalked out at the very beginning of the session. New students are taken into confidence and taught the value of gender equity and relevance of confiding in the members of the cell.

A complaint box has been provided that allows students to come up with complaints, of any nature, without revealing their identity if they wish.

The names and mobile numbers of the Committee members are displayed on a board. The Women Helpline number and the number of the nearest police station as well as the number of the legal advisors have also been displayed.

The Cell conducted an awareness programme wherein students were enlightened of their rights and equal status of all. Law members of the Committee explained Sexual Harassment and also related legal provisions and punishments.

On 15th Nov.2021 an awareness program on matters pertaining to the legal rights was organized for the students of the institution under the aegis of the Gender Equality Cell. Team from the Tilda Police Station spoke about POCSO Act, good and bad touch, Cybercrimes, human trafficking and traffic rules, and de-addiction. Faculty members from the college also enlightened the students on these issues.

File Description	Documents
Annual gender sensitization action plan	http://gdckohka.ac.in/Content/13_120_7.1.1%20%20Institutional%20Values%20pdf.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://gdckohka.ac.in/Content/12_120_Girls%20Common%20Room.png

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

For a proper and clean environment on campus waste management is an important issue. Dustbins have been strategically placed to enable easy visibility. It is encouraged to segregate recyclable and non-recyclable solid wastes like paper and other green waste from pens, wrappers etc. These are collected every day after office hours. Green waste goes in the vermipit.

The local gram panchayat does not have a waste disposal system, hence our garbage is buried in a way that it neither litters, not

contaminates underground water.

The PWD has been approached for installation of rain water harvesting system, as the building has a pretty big roof-top. The proposal is in the pipeline.

The HEI does not produce anybiomedical waste.

Till now, e-waste has not at all been an issue in the institute and no e-waste has yet been disposed.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

C. Any 2 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	E. None of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	C. Any 2 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The HEI is situated in a rural area where the demography is more or less monochromic. Not much of cultural or ethnic diversity is noticed. However, caste and economic bckgrounds are major identifiers. All effort is made to ensure this difference of identity is not at work on the premises.

Admissions are the only stage where caste is allowed to play any role, in consonance with the reservation policy designed bu the State. Then on, it is never in consideration for any purpose. Library, class rooms, laboratories, play grounds, all are equally open for all.

A bigger plus in the HEI is that the faculty and staff has more diversity than the local demography. People from different castes and religions are here. Some have more urban background and some others have rural upbringing. But all work harmoniously. That sets example before the students.

NSS is one forum that is designed to alleviate all sorts of differences. The special camp specifically helps in that. Students live, cook, eat, sleep and work together, hand in hand. That develops a specal bonding among the students.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

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

The success of an HEI should be measured not on the academic acclaim of its alumni alone. The inculcation of responsible citizenship values should be the primary yardstick.

This HEI is aware of this responsibility, generally ignored these days. Constitution is a major lesson in Political Science, a subject opted by maximum number of students at UG level across all the faculties. This subject is taught at PG level also. Some other subjects like Sociology, Hindi Literature etc also have lessons on Constitution.

26th of every November, the Constitution Day, is celebrated with elan. Very frequently, a quiz on Constitution is organised by the Political Science department.

The SVEEP Unit of the Institute takes-up campaign for enrolment of new and eligible students in the Voters' List. Street Plays and other awareness programmes are also organised for a responsible Voter Behaviour. Such programmes are also conducted beyond the campus for people in general.

Eminent speakers are invited at the week long special camp of the NSS who enlighten pupil and people both on the basics of the Constitution and Constitutional values.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://forms.gle/AFnEHzunDCyV88bs6
Any other relevant information	Nil

7.1.10 - The Institution has a prescribed code

D. Any 1 of the above

of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

India is a community of celebrations. Ethnic, religious, social, political and national, all shades reflect in the celebrations whether they be Jayantis, festivities, special days, and the three National Days. These celebrations give one an opportunity to recount the contributions of the greatpeople, importance of those days in history, and to relive the glorious cultural heritage.

The HEI includes these celebrations in its own Academic Calendar lest they are missed. Birth Days of many, if not all, great persons, National Days - Republic Day, Science Day, Independence Day and Gandhi Jayanti, and special days, like the International Yoga Day, Sports Day, Constitution Day are celebrated in right pursuit. For example, Sports Day is celebrated by organising sports activities, Yoga Day is celebrated by guiding people in some simple Yogas and Asanas.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

The HEI had adopted two practices that are either necessary, or add value to life. The first one was Seckle Cell Anaemia Detection Camp, which could not be held for the last some years due to CoViD-19 pandemic.

The other one, adopted later in the day is vermicomposting. Vermicomposting is something like agro-rennaissance! This intends to reduce usage of chemical fertilisers that are inherently carcinogen, and shift to organic farming.

The HEI can certainly not be a producer of vermicompost, or a seller for it. The purpose is to show students, that primarily come from agrarian background, the procedure of vermicomposting, and to communicate its worth in environment protection. They also learn the cost-effectiveness of vermicomposting over chemical fertilisers.

The Institute has got constructed three pits for vermicomposting, while initially cowdung was used to let the earthworms survive, now cow dung along with biodegradable waste like dry leaves, branches from within the campus are used that are devoured by the ever-hungry earthworms, and the output is high quality organic manure.

Currently, the manure so produced is being consumed in the gardens within the campus.

File Description	Documents
Best practices in the Institutional website	http://gdckohka.ac.in/Content/16_120_7.2.pdf
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The first half of the academic session was engulfed by the pandemic. This greatly hampered the presence of students in the Institute in the latter half. This hampered the good intentions of carrying over many activities. Still our students, in general, and NSS volunteers in particular, distributed masks and sanitisers in their respective areas of residence. They also made people aware of right way of using masks.

In alliance with the health department, and the local CHC, two vaccination camps for CoViD-19 were organised. The camps were open for everyone, and a large number was benefitted through this camp. With proactive effort of the faculty and staff, students brought their family members and neighbours who were reluctant in taking the doses due to many prevalent rumours.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

With the end of pandemic, and life returning to normalcy, the HEI plans to return to its usual exercises. Camp for Sickle Cell Anaemia detection was a major loss to the pandemic. This shall certainly be revived.

With accreditation in place, the HEI expects sufficient funding from various sources, including the RUSA. A major focus shall be on appropriate infrastructure development. Exact plan shall depend on the source, type and quantum of funding.

The HEI also plans to shift focus on Research by the faculty. Publications, Researches and Collaborations would be in focus.