SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE LAWAN

GOVERNMENT COLLEGE LAWAN DISTRICT- BALODA BAZAR BHATAPARA
CHHATTISGARH PIN- 493526
493526
govtcollegelawan.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College Lawan is situated in the town of Lawan, near NH130 B, District Baloda Bazar – Bhatapara, Chhattisgarh.

It is located at a distance of 100 km from the state capital Raipur and 19 km away from the district headquarter Baloda Bazar.

It was established by the Govt. of Chhattisgarh, Department of Higher Education in the year 2009. Since then, this institution has deepened the roots of higher education in rural areas of Lawan and its vicinity. Our college has been recognised under 2 (f) and 12(B) of UGC act 1956. It is co-educational institute under Govt. of Chhattisgarh and affiliated to Pandit Ravishankar Shukla University, Raipur, C.G. The college has a land area of around 25 acres which provides a vast opportunity for infrastructural development.

Numerous facilities like Library, Science & Geography Laboratories, Seminar Hall, Sports facilities, NSS, Red Ribbon Club, Youth Red Cross, Eco club create a quality circle of learning.

In the session 2021-22, 995 students are enrolled in the various programmes offered by the college.

In the academic session, 2021-22 the college has started two new courses of computer education, Post Graduate Diploma in Computer Application (PGDCA) and Diploma in Computer Application (DCA) under the self-finance scheme.

The college has also started six value added courses to impart skill education to the students.

The college is located in the close vicinity of two major rivers Mahanadi and Shivnath (10km and 8km respectively).

The Barnawapara Wildlife sanctuary is located at a distance of 50 kms. These avenues open wide research prospects for the students and the faculty members.

The presence of eight cement plants in the district provide ample career opportunities to the students.

The geographical location of our college is such that it is located at the crossroads of four major districts of Chhattisgarh – Bilaspur, Raipur, Mahasamund and Janjgir Champa. Students' enrollment from all these districts expand and increase the campus diversity of our college.

We endeavour to create a confluence of modern learning together with the traditional teaching-learning practices and empower youth with wisdom, knowledge and ethics.

Vision

"To impart education by which prodigious character is formed, the strength of mind is increased, the

intellect is expanded, and by which our students can stand on their own feet".

Mission

MISSION-

 1. To develop a highly enriched academic atmosphere in our institution.

2. Promote employability skills and knowledge amongst the students.

3. Enhancing the scientific temperament of students.

4. Nation building by nurturing students to become ethically sourced, learned and responsible citizens.

5. Empowerment of all stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Strengths of our college are:-

1. An increasing number of students.

2. Vast land (25 acres) is available for further development of infrastructure.

3. The number of applications received for admission is far more than the seats available in the class. It shows the institution has a good reputation, of being a quality higher education institution.

4. Many students of different towns, with higher marks are getting enrolled here owing to our career-oriented approach.

5. The increasing number of female students per year.

6. The majority of the students studying in this college are from reserved categories, the institution is spreading education in the underprivileged sections of the society.

7. Career development endeavors, such as career guidance and placement cell is working to create employment opportunities.

8. N-LIST INFLIBNET e-Library facility is available for all the students and staff.

9. Computer lab with latest desktop computer systems with genuine operating systems.

10. Skill education with Value Added Courses.

11. Provision for special classes for preparation of Competitive Exams.

12. Student support and progression is paid keen attention.

13. Active help desk and grievance redressal mechanism.

14. Gender-sensitive campus, promoting gender equality.

15. Girls common room with the facilities of sanitary pad vending machine and electric incinerator.

16. Active and registered alumni association.

17. Environment-friendly green campus.

18. Participation of students in different aspects of college governance.

19. ICT enabled classrooms with WI-FI facility.

20. Large playground, canteen and library with latest editions of books.

21. Active IQAC assists in the overall development of the institution.

22. Divyangjan accessible campus.

23. Extension activities are recognized by the Government of India and the Chhattisgarh government.

24. Innovative practices for development of scientific temper of students.

25. Provision of scholarships to eligible students.

26. Our college is collaborating with premier institutions of the country such as IIT Bombay and IISER Pune.

Institutional Weakness

The weaknesses of the college are as follows:-

A. The infrastructural weaknesses:-

1. Sports ground (Indoor and Outdoor) complete boundary wall is not available in the college.

2. Given a large number of students, the library space falls short.

3. The ICT infrastructure available here for students, faculty members and office staff is not sufficient as per the new norms of blended learning and the digital work culture.

4. Auditorium for students, hostel facility for girls and boys and staff quarters are not available.

5. Laboratory equipment are not sufficient for the scale of research work.

B. Insufficient Human Resources

1. Number of faculty members working here is less than the sanctioned posts.

2. Post of sports officer, librarian, etc. is not sanctioned in the college.

3. The number of non-teaching staff is insufficient, relating to the workload of the office.

C. Research

1. The college has limited faculty members with PhD degrees and laboratories need to be upgraded for research activities.

Institutional Opportunity

In spite of so many weaknesses, some opportunities are also obtainable.

1. The college has been shortlisted for the presentation of a proposal by the Department of Biotechnology, Government of India for the prestigious STAR College Scheme.

2. An increase in the number of students per session is creating bright opportunities to develop our college.

3. Faculty members can encourage the students to have an employment-centric approach.

4. Many industries and the newly formed Baloda Bazar- Bhatapara district has created ample job opportunities for the students passing out from our college.

5. As the college is situated in a rural area, the agricultural work, forest area and environmental conditions of the area are giving the best opportunities to the Researchers, Faculty members and Students for their Research purposes.

6. Building of staff quarters, girls and boys hostel can attract the employees and students towards the college.

7. Opening of New Courses:- By opening new courses at the Undergraduate and Postgraduate level we can widen the range and reach of higher education for a large number of students.

8. Sports facility:- Students are good in athletics and other sports. Proper ground and sports kits can help them excel in this field.

Institutional Challenge

1. Most of the students are first-generation learners. Orienting them to put in hard work for achieving excellence in higher education requires a lot of effort.

2. The weak economic condition of the family becomes a hindrance in higher education. The youngsters desire to become economically self-dependent expeditiously.

3. Most of the students are weak in the English language and have an escapist approach towards it.

4. Early marriage of girls in the rural area is the main reason for poor GER of girls despite very good performance in higher secondary board examinations.

5. The COVID 19 has proved to be the biggest obstacle in the field of education. Special monitoring is required to ensure SOPs are properly attained in the college campus.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum imparted at Government College Lawan is creative and outcome-based which enables the students to have a better understanding of the concepts of courses and curriculum transaction ensures its objectives are precisely attained.

The college emphasizes on creating a stimulating and creative learning atmosphere. We ensure the development of fundamental cognitive skills in the students.

Apart from domain knowledge, the curriculum fosters critical thinking and lucid communication abilities in the students.

The curriculum is enriched with characteristics of augmenting, sharpening and refining the intrinsic capabilities of the students.

In addition to the regular courses, the college has started six value-added courses to provide skill-based education to the students.

Several students of our college get benefitted by the experiential learning practices through field trips, project work and assignments in every academic year.

The college also plays a crucial role in nurturing civic-minded individuals. Various co-curricular activities like National Service Scheme, Red Ribbon Club. Eco Club, and Internal Complaints Committee against Sexual Harassment instill a climate of security and equality on the campus.

Teaching-learning and Evaluation

Government College Lawan has 995 students enrolled in the current academic session.

The admission policy of the Department of Higher Education, Government of Chhattisgarh is strictly followed in the admission procedures.

The college emphasizes to focus on the following features in the paradigm of teaching-learning and evaluation -

- Catering to individual differences among learners
- Facilitating effective functioning of teaching and learning
- Planned practices to monitor students' progress continuously
- Adapting to rigorous and fair evaluation procedures
- Providing opportunities for continued academic progress and professional development for faculty members.

The college adapts to several student-centric approaches to provide a quality teaching and learning experience along with fair evaluation procedures.

 Teachers assess the academic proficiency of students based on their performance in classroom discussions and tests/assignments. The needs of slow learners are particularly attended to in tutorial sessions. The college also has an effective mentor-mentee system for counseling. Students are also directed to participate in co-curricular activities like field trips and industrial visits.

Experiential learning methodologies for participative learning, use of educational technology, problem-solving approach, use of library resources effectively, and advanced practices of blended learning are encouraged in the college.

Special care has been taken in the COVID-19 period to combat the learning loss of the students.

Cooperative and supportive learning approaches have been used by all the faculty members to deal with the current challenges in the learning ecosystem.

Research, Innovations and Extension

Higher Education is a knowledge enterprise that creates, archives and disseminates knowledge.

Knowledge creation is the function of research and other development activities in terms of academic enrichment, community welfare activities and human resource development leading to national development.

Government College Lawan is committed to progress in the spectrum of research, innovation and extension.

The college research cell is actively engaged to look for research opportunities in diverse fields of science and humanities. Academic writing workshops have been conducted in collaboration with premier national institute IISER Pune to train faculty members and students.

It is mandatory for all the faculty members to participate in the faculty development programs, refresher courses and other short-term courses offered by the different HRDCs of the universities.

Research proposals have been sent to the State Planning Commission.

Despite the limited resources, our college is committed to excelling in the field of research.

The innovative practices are adopted by the various departments to make learning interesting and applicable.

Plant breeding, Mushroom Cultivation, Vermiculture, Hand Sanitizer Preparation, Perfume Preparation and several other activities are carried out to develop the sense of innovation along with experiential learning.

Apart from the academic aspect, opportunities are created to support the holistic development of students through various community outreach programs organized by NSS, Red Ribbon Club, Eco Club, and other welfare activities.

Special focus is given to outreach programs that contribute to health awareness, nutrition, environmental sustainability, awareness of gender sensitivities, and promotion of the well-being of students and staff. The college has been recognized and awarded by the Government of India and the Government of Chhattisgarh for its commitment to social responsibility.

Infrastructure and Learning Resources

Government College Lawan has a total land area of 10.25 hectares. The large campus size creates ample opportunity to progress in the areas of infrastructural development alongside creation of learning resources.

The college has well-maintained Classrooms, administrative rooms, furniture and fixtures, a computer lab, an E classroom, seminar hall, library and sports facilities.

The adequacy, functionality, comfort, safety, security and aesthetics of the college campus infrastructure is well taken care of by the administration in the ambit of funds allocated by the department with the active involvement of students, staff and the Jan bhagidari samiti.

The college has adequate physical facilities for the proper execution of the academic programs and their regular maintenance.

Special care is taken for providing facilities to divyang jan and women students and staff.

The college library has a good number of reference books, textbooks and magazines catering to the intellectual needs of the students and the faculty members.

The computer lab adds to the digital literacy of the students and online learning resources such as N-LIST INFLIBNET and different UGC programs are well attained.

The financial aspects and material resources are meticulously managed in the college.

Student Support and Progression

Students are the prime stakeholders in any system of education.

The Government College Lawan started in the year 2009. From the initial years, there has been a steady increase in the number of enrolled students.

Our college is committed to fulfilling the aspirations of students and goals in the ever-competitive atmosphere of the present status.

The college makes all the efforts to enable this institution in providing necessary assistance to the students to acquire meaningful experiences for learning at the campus and to facilitate their holistic progression.

The majority of the students enrolled in our college belong to OBC,SC and ST category. They are benefited from the post-matric scholarships and other beneficiary schemes of the college.

The institution facilitates the progression of students with sprightly involvement of Career guidance and placement cell, help desk, grievance redressal cell and various other measures.

The college strongly believes in fostering student-faculty synergy. Academic engagements, counseling on academic and personal life, guidance on career options, suggestions for further studies, assistance in personal financial predicaments contribute a great deal in promoting the emotional bonds of the student with the faculty members.

College provides many opportunities for students' representation and participation in various student bodies and committees under duly established processes and norms. Charge delegation to students assists in the smooth functioning of co-curricular and extracurricular activities.

The college has a registered and active alumni association that facilitates alumni network and support in the form of motivation, and guidance for the current students.

Governance, Leadership and Management

Government College Lawan endeavors to develop a responsive, participatory and accountable system of educational governance and management.

We focus on our mission and vision ensuring engagement and participation of the students, parents, staff and the civil society in the formulation, implementation, and monitoring strategies of our organization.

The college administration operates in well-planned order to maximize our productivity by meticulous management of tangible resources, finances, time, information sharing and intangible resources.

The e-governance measures used by the college facilitate ease of access to information to students, faculty, university and the department of higher education.

In addition to the collective role of the faculty, the IQAC at the college has been instrumental in overall quality assurance. These collaborative efforts have taken the college in the path of progress, aspiring for higher competitive goals in leadership, governance, and its institutional values.

Institutional Values and Best Practices

Government College Lawan has been a responsible and progressive higher education institution that attempts to facilitate nurturing an institutional culture in order to develop an ecosystem that ensures quality education, promotes the welfare of students and society.

The college harbingers the approaches which strengthen our efforts in nation-building. We endeavor to create venues of augmenting digital literacy, awareness and fluency of the students along with the development of scientific temper in various attributes.

Career guidance of students and societal welfare by community outreach are our best practices and ethical responsibilities which fructifies with the active involvement of students and staff.

The welfare of students holds paramount importance for us which is our distinctive feature.

Our college nurtures the ambiance of inclusivity. We promote gender-sensitive campus and society with zero tolerance to any facet of harassment. Various innovative measures are taken to widen our efforts in environmental sustainability.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE LAWAN
Address	GOVERNMENT COLLEGE LAWAN DISTRICT-BALODA BAZAR BHATAPARA CHHATTISGARH PIN- 493526
City	LAWAN
State	Chhattisgarh
Pin	493526
Website	govtcollegelawan.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jai Narayan Kesharwani	07727-9425506780	8103789336	-	lawancollege2009 @gmail.com
IQAC / CIQA coordinator	Ajay Mishra	-9424235058	9753191005	-	ajaymishraindia@g mail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	31-07-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Chhattisgarh	Pt. Ravishankar Shukla University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	12-05-2017	View Document
12B of UGC	28-11-2017	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	GOVERNMENT COLLEGE LAWAN DISTRICT-BALODA BAZAR BHATAPARA CHHATTISGARH PIN-493526	Rural	25.019	1400

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,B A Political Science Geography Economics Hindli Literature English Literature Sociology History	36	HIGHER SECONDARY	English,Hindi	345	345
UG	BSc,B Sc Zoology Chemistry Botany	36	HIGHER SECONDARY	English,Hindi	250	250
UG	BSc,B Sc Mathematics Physics Chemistry	36	HIGHER SECONDARY	English,Hindi	180	106
UG	BCom,B Com	36	HIGEHR SECONDARY	English,Hindi	300	101
PG	MA,M A Hindi	24	GRADUATION	Hindi	60	36
PG	MA,M A Political Science	24	GRADUATION	English,Hindi	60	55
PG	MSc,M Sc Chemistry	24	BACHELOR OF SCIENCE	English	50	45

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3				0				14
Recruited	0	0	0	0	0	0	0	0	5	0	0	5
Yet to Recruit				3				0				9
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				14
Recruited	0	0	0	0	0	0	0	0	9	5	0	14
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	0	0	5
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				4
Recruited	1	1	0	2
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	9	4	0	13

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	0	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	393	0	0	0	393
	Female	434	0	0	0	434
	Others	0	0	0	0	0
PG	Male	77	0	0	0	77
	Female	85	0	0	0	85
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	134	107	91	87
	Female	105	84	71	54
	Others	0	0	0	0
ST	Male	34	36	29	25
	Female	24	22	22	18
	Others	0	0	0	0
OBC	Male	231	219	205	153
	Female	253	206	144	92
	Others	0	0	0	0
General	Male	2	2	2	3
	Female	6	4	6	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		789	680	570	433

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The emphasis of New Education Policy is centered on holistic and multidisciplinary education with the flexibility of subjects and provisions for multiple entry and exit. It focuses on technology use and integration and gives a thrust to technological innovations for the purpose of improving teaching, learning and evaluation processes. The various programs taught at Government College Lawan promote interdisciplinary learning approaches. The curriculum of many courses are in synergistic composition and creates a scope of interdisciplinary activities. Our college understands the importance of bridging the gaps between arts and science. We endeavour to integrate arts with science, technology and mathematics. The multidisciplinary aspect of the NEP 2020 is welcomed as our college is fully prepared to incorporate academic, co-curricular and extra-curricular exercises that promote and nourish intellectual, social, physical, emotional, moral and all the other inherent capacities of human beings.
2. Academic bank of credits (ABC):	Government College Lawan is fully prepared to embrace New Education Policy 2020 as it is associated with the empowerment of students. Under the academic bank of credit, the universities will digitally store the academic credits earned from various recognized higher educational institutions so that the degrees from an HEI can be awarded taking into account credits earned. NEP provides the provision that a student could get a certificate after completing her first year in any subject, including vocational and professional courses. After completion of two years, there is eligibility for getting a diploma while a Bachelor's degree would be awarded after a 3-year program. NEP 2020 had envisaged multiple exit options within this period for students beginning right with the completion of the first year of college. The model proposed in the New Education Policy will provide the students an arrangement structured in a manner that the deliverables and the choices are essentially left to the student, that he or she will be able to maneuver their educational journey. It is a student-focused approach to career building, one where the youngsters can tailor their career path to suit their respective unique interests without leaving one behind in favour of another. Thus, this scheme is innovative and student-centric and our college endorses it completely.

3. Skill development:	Government College Lawan is committed to augmenting the skills of the students. Skilled students are an asset to the country. Government College Lawan has already started Value Added Courses such as Mushroom Cultivation, Vermiculture, Horticulture and Gardening techniques, Basic computer knowledge to nurture entrepreneurial and employable skills of our students. The college emphasizes that our students must become self-reliant job givers instead of merely job seekers and pave the way for a progressive nation. Additional impetus is given in our college to usher the potential of rural entrepreneurship in our students. Many students are motivated to enroll in the different training programs and placement camps organised by various agencies. The industrial expansion of our district has created wide prospects of employment for our skilled youth and our college is committed to maximising our potential for the benefit of the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The NEP promotes appropriate integration of the Indian Knowledge system and provides a clear sense of India's future aspirations with regard to education, health and environment. The Indian knowledge system is ancient, yet it holds contemporary significance and scientific relevance. Ancient India is full of marvels pertaining to arithmetic, science, administration, performing arts, ethics and arts. Government College Lawan promotes the integration of modern academic approaches with the traditional heritage of our country. The different departments of our college preach to our students about the discoveries, principles and philosophies of the ancient Indian pioneers of the subject. Various commemorative days are celebrated in our college to remember the contribution of ancient Indian stalwarts of the different streams. The studies associated with classical literature of India, yoga and meditation, Indian philosophy, India's unique festivals, diverse music and arts amongst many other aspects will preserve and promote our cultural richness. The happiness quotient, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of academic training and more specifically in higher education. The incorporation of NEP will deepen the roots of our culture in future generations of the country.

5. Focus on Outcome based education (OBE):	necessitates the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning, as opposed to a mere accumulation of course credits. It is a student-centric model which focuses on what is learned and what are its application, the traditional model laid more emphasis on what is taught. Government College Lawan ensures high efficacy of teachers at the same time we ensure that our students achieve specific outcomes from the courses taught at our institution, which is the key feature of outcome-based learning. The activities in or outside the classroom are designed in a manner so as to help students achieve these outcomes. The students are well aware of the Course Outcome (CO) and Program Outcome (CO) to comprehend exactly what they are expected to accomplish after completion of their course and program. OBE empowers students to set their preferences, what they would like to study and how they would like to study it. Our college is determined to adopt advanced instructional methodologies to ensure the effective implementation of Outcome-based education.
6. Distance education/online education:	NEP-2020 has opened a new horizon of Open & Distance Learning and Online education. It encourages the use of e-learning platforms such as SWAYAM, NPTEL and Diksha, etc. NEP emphasizes bridging the digital gap in the country. Government College Lawan has initiated several measures to expand the digital literacy of our students and the staff. The ICT cell actively engages in conducting training workshops for students and faculty members. The faculty members are inspired to engage in MOOCS. The COVID-19 period has expanded the concept of virtual learning and geographical barriers have become antiquated in academic space. The students of our college have participated in the online skill enhancement Lakshya Program of IIT Mumbai and online self-assessment modules of IISER PUNE- DBT Project MANAV atlas. Under the National Mission on Education through ICT, students are proceeding to learn science experiments from virtual labs of the Ministry of Education. To provide the resource of distance education our college has sent a proposal to Pt. Sunder Lal Sharma Open University to establish its coordination center in our institution. The college is

	committed to achieving digital fluency and NEP 2020 will surely assist us to achieve the same. Government College Lawan will ensure that the future of our country becomes technologically skilled and contribute in the nation's growth.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
179	163	143	123	115

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	5	5

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
789	680	570	433	329

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
769	769	733	644	571

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
215	205	106	93	57

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	17	15	14

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	17	17	13	13

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 14

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.522	6.344	8.007	3.443	13.048

4.3

Number of Computers

Response: 23

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum followed at Government College Lawan is designed and developed by the Department of Higher Education, Department of Chhattisgarh at the undergraduate level, which is common for all the colleges of the state.

In the postgraduate programmes, the syllabus adopted by the Board of Studies of different streams in the Pandit Ravishankar Shukla University is followed.

In the previous academic years, the faculty members of this college have been part of the Board of Studies in the various Autonomous colleges of the state.

The schedule and duration of all programmes are based on the guidelines issued by the Department of Higher Education, Government of Chhattisgarh and Pt. Ravishankar Shukla University Raipur.

The college methodically plans its academic sessions to ensure judicious implementation of the academic calendar, timetables and the distribution of courses.

The Syllabi imparted across all programmes are based on reference books, updated studies and the latest trends.

Special emphasis is made to correlate the syllabus with the questions asked in the different National and State level competitive exams.

Pertaining to the objective of imparting quality education, the faculty members ensure implementation of the academic calendar; micro-planning of the syllabus content, distribution of different papers in multi-faculty departments, preparation and up-gradation of study materials, periodic assessment and result analysis.

Planning and implementation of curriculum delivery

The academic calendar prescribed by the Department of Higher Education, Government of Chhattisgarh is strictly adhered to.

Accordingly, the faculty members of every department prepare their teaching plan. Activities planned for the session are communicated to each member of the staff for time-bound implementation of the academic calendar.

Experiments, field studies, case studies and extracurricular activities are planned and performed to

establish command over subjects as well as to make aware the students about the practical facet of the knowledge provided in the classroom.

The library of the college facilitates the learning process as the majority of the students belong to rural families and cannot afford to buy books of all the papers and topics on their own.

Discipline-specific elective papers are undertaken before the commencement of the session in various departments.

The course delivery methods include traditional classroom lectures, class presentations, tutorial, project work, experiments, hands-on training, e-learning, and case studies.

In the COVID times, the approach of blended learning is being practised by all the faculty members.

Various co-curricular activities are planned and held throughout

the academic session to provide experiential learning to students. Feedback from stakeholders is taken to further enhance the teaching-learning process. The institution has taken several initiatives to ensure effective curriculum transactions.

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

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

Response:

Government College Lawan firmly follows the guidelines of the Department of Higher Education regarding the compliance of the academic calendar.

Every department of the college works in the ambit of academic calendar in order to deliver academic knowledge, the conduct of assessments, results analysis, field studies, practical work, assignments, project work and mock tests.

The academic calendar provides direction and support to the faculty members to plan their respective course delivery, research work, academic and administrative duties along with the co-curricular activities.

Annual Examinations are conducted by the University for undergraduate courses and Semester Exams are conducted for the postgraduate courses.

The academic council meetings are frequently conducted by the Principal to monitor and review compliance of the academic calendar.

The academic council provides appropriate suggestions to all the teaching and non-teaching staff regarding the academic aspects of the college.

The department heads meticulously supervise and monitor the progress and completion of the syllabus as per the timeline and lesson plans prepared by the faculty members.

Continuous Internal Evaluation (CIE) is an integral part of the session which enables assessment of learning. It creates accountability and facilitates the monitoring of educational improvements.

Formative, Interim and Summative assessments are carried out for the valuation of the learning capabilities of the students.

There is a distinct time frame and process for the conduct of CIE as per the calendar of events mentioned in the academic calendar.

In the undergraduate programmes Unit tests, Quarterly Examinations, Half yearly examinations, Quiz, Seminars, Herbarium, Model preparation and Project work constitute the Internal Assessment Tests (IA).

In the post-graduate programs unit tests accompanied with extensive exercises such as case studies, answer writing skills, seminars, assignments, presentations, analogy test, debates, concept tests, group discussions are conducted. Along with these activities, special insistence is given in promoting students to solve the questions of competitive exams.

Doubt sessions are recurrently organized by the faculty members and constructive feedback and suggestions to improve are deliberated to the students.

In the COVID times, online assessments were carried out through google forms and pdf evaluation.

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

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

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document]
Link for Additional information	[View Document]

1.2 Academic Flexibility

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

Response: 0

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**	
File Description	**Document**
Institutional data in prescribed format	[View Document]

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 16

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
16	0	0	0	0

File Description	Document
List of Add on /Certificate programs	[View Document]
Brochure or any other document relating to Add on /Certificate programs	[View Document]
Link for Additional information	[View Document]

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 3.98

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
157	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Cross-cutting issues such as gender, environmental sustainability, human values, and professional ethics, among others, find an adequate place in our institution when it comes to incorporating them positively into the curriculum. The institution believes that expressing the mean value through cross-cutting has a significant impact on student's educational and social responsibilities. The Institution also offers courses in gender sensitization, environmental and sustainability, human values, and professional ethics. In support of this, the organization holds a number of awareness seminars and related events.

Gender Sensitization:

Gender equality and Women safety is a transformative method that aims to provide knowledge, techniques and tools to evolve skills and changes in attitude and demeanor. Gender related courses are an integral component of various programmes. Numbers of programs are conducted for women and girl students such as organization of folk dance competitions, health, hygiene and hemoglobin check up camps. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. The institution annually organizes seminars, conferences, guest lectures, exhibitions, street plays and literary activities that help in gender sensitization.

Environment and Sustainability:

Environmental awareness is a mandatory subject for B.A., B.COM, and B.SC students. The institution has thoroughly addressed the present issue of environmental consciousness, and sustainable development is emphasized in the curriculum. By developing UG/PG programmes in Water, Sanitation, and Waste Management, Renewable Energy, Dairy Technology, Agriculture, and Environmental and Green Technology, our institution has pioneered vocational and skill development education. Camps for environmental awareness, seminars, workshops, guest lectures, company visits, and field trips are all planned. Students learn about the numerous neighboring places through study tours and field visits led by several Departments. Their study travels and field excursions educate their practical skills. Every year, Environment Day, Earth Day, and Water Day are commemorated. N.S.S. works to protect the environment by planting trees and participating in other sustainable development activities.

Human Values and Professional Ethics :

Instilling positive Human values in students is an important aspect of the curriculum. Our institution is dedicated to developing each student into a good human being. Students learn to respect not only their teachers and seniors, but also themselves. Professional ethics and academics have been given equal weight by the institute since students should not do unethical things knowingly or willfully. Professional ethics refers to the personal and organizational standards of conduct that professionals are expected to follow. Ethics is a philosophical branch that deals with the concepts of right and wrong, as well as good and evil.

In all UG programmes, the curriculum includes mandatory core courses that are specifically focused on the development of human values and professional ethics. The institution organizes lectures, quizzes, essays, and other activities to help students develop a scientific mindset and social awareness. It also works to integrate ethical and human values through extracurricular activities. Students participate in value-added programmes that help them to augment their skills.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

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

Response: 4.75

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	6	5	5

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year

Response: 56.65

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 447

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 51.24

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
789	680	0570	433	329

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

2020-21	2019-20	2018-19	2017-18	2016-17
1205	1185	1110	975	875

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

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

Response: 77.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
769	674	562	429	325

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The college has diverse students with varied ability and performance in the learning ecosystem.

The root cause of this heterogeneity can be traced back to the diverse socio-cultural and techno economic backgrounds.

The students mostly differ from one another in terms of cognitive development and hence their capacity to understand domain knowledge is also disparate.

A common approach to deal with the entire classroom is not satisfactory and unjustified as it hinders productive and effective curriculum transaction.

To achieve desired and operative implementation of the curriculum contents on the basis of aims and objectives listed in it, the college adopts specific pedagogical approaches for advanced and slow learners.

In the first year of admission in college, the marks of higher secondary class are the initial indicators of a student's learning abilities.

As the academic year progresses, the faculty members observe the performance of students in the academic activities, laboratory experiments, library visits, internal assessments and diligence in the classroom.

Subsequently, the faculty members and the mentor teachers are able to judge the learning capabilities of different students.

Steps taken for Advance learners-

- The advance learners are advised to study the syllabi from reference books and to attempt questions of different competitive exams to augment the proficiency over the subject.

- Academic recognition is given to such students such as to lead in the departmental societies.

- These students are nominated as office bearers and members of different committees of the student union.

- Representation of college is designated to them in the various inter college and state level quizzes.

- These students are encouraged to engage in peer teaching.

- Students are counselled and motivated to prepare for national and state level competitive examinations.

Steps taken for Slow learners-

- Compensatory teaching and remedial classes are conducted for them.

- These students are encouraged to articulate orally in the classroom in order to provide more chances of classroom participation.

- Varying instructional techniques are adopted in the classroom.

- Activities are conducted to encourage peer learning.

- Efforts are made to identify the root cause of their problem and suitable resolutions are worked out.

- Audio visual contents are shared with the students for better learning of the subject.

- Special attention is given to encourage their involvement in the curricular as well as co-curricular activities.

- Students are advised to approach mentor teachers personally to resolve their issues pertaining to mental and physical health.

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

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

Response: 43.83

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

Response:

As part of experiential learning, participative learning, and problem-solving methodology, the institution believes in using student-centered methods to increase student involvement. Throughout the year, the institution serves a number of student-centered activities. By organizing activities such as group discussions, model making, field visits, debates, quizzes, assignments, seminars, project writing, exhibitions, publication of wallpapers, writing articles, poetry recitation, Power Point presentation, role plays, the team works, debates, Seminar Quizzes, and case studies, specifically Students Centric learning becomes more experiential, participatory, and socialistic. Teaching methods include inviting experts/people of renown to deliver lectures. Students are continually encouraged to engage in internal and external symposiums, seminars, and workshops.

Co-curricular activities, extra-curricular activities, sports, and cultural events are all organized by the

institution to assist students in their overall personality development.

The departmental team ensures that teaching and learning are carried out efficiently and effectively throughout the institute. The curriculum and co-curricular activities encourage students to discover new things.

The following initiatives are carried out by the institution in order to make the teaching-learning process more student-centric.

Experiential Learning:

Experiential learning is the process of learning by doing and reflecting on what you've learned. Faculty members contribute to a positive learning environment by participating in rich experiential content such as teaching through experience, teaching through demonstration, visual aids, periodic industrial visits, organizing innovative activities such as vermiculture, mushroom culture, sanitizer preparation, TDS analysis of water, perfume synthesis participating in and conducting quizzes.

Through project work, student seminars, student development programmes, workshops, internships, and industry visits, our institution enables students to exercise a variety of technical and non-technical abilities. Faculty designs, conducts, and monitors these activities on a regular basis to ensure that students are practicing required skills, reflecting on their experiences, and improving their abilities.

Participative Learning:

Apart from traditional teaching, we always endeavour to improve the learning experience of students in class by using a variety of interactive and participatory tactics. These methods help learners develop a sense of responsibility and turn learning into a process of knowledge building. Group Discussions, Small Group Exercises, Assignments, Elocution, Quiz, Case Study, Think-Pair-Share (TPS), Peer Instruction (PI), and other methods are employed.

Students' regular participation in student seminars, inter-college debates, quizzes, micro-teaching, poetry workshops, ecological events, craft training, and gender-awareness programmes at their own institution and at other colleges enriches their learning experiences.

Problem-solving Methods

By solving real-world challenges, design problems, and case studies, students are exposed to a variety of problem-solving approaches. They are trained as capable, competent, and accomplished persons and acquire practical and direct experience in negotiating tough circumstances. This type of problem-solving activity not only allows students to apply what they've learned, but it also helps them build abilities like formulating problems and subproblems, generating alternative solutions, identifying restrictions, and analyzing and selecting answers.

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

In order to be corporate ready, students must acquire and master the most up-to-date technology today. As a result, teachers are merging technology with traditional teaching methods to keep students engaged in long-term learning. Information and communication technology (ICT) is used in education to support, enhance, and optimize educational delivery.

Faculty at our institution use a variety of ICT-enabled tools to improve teaching-learning quality, such as

Power Point presentations- Animations and simulations are included in the PPTs to boost the effectiveness of the teaching-learning process. Faculty members are encouraged to use LCDs and projectors to provide power-point presentations in their classes. They can also prepare successful presentations with the use of a digital library, online search engines, and websites.

Industry Connect- A digitally equipped seminar and conference room hosts guest lectures, expert discussions, and various competitions for students on a regular basis.

Online quiz- Using Google Forms, faculty members create online quiz for assessment.

Video Conferencing- Using the Zoom / Google Meet programmes, students are coached.

Video lecture- Students have access to video lectures that have been recorded for long-term study and future reference.

Online competitions- With the use of various Information Communication Tools, numerous technical and management events such as poster creation, project presentations, business quizzes, debates, and paper presentations are organized.

Online Tools- Teachers employ a variety of ICT tools such as SPSS, R, ARGUS LAB, open source biological simulations, and so on. Student-centric activities are carried out using online drawing tools such as concept maps and mind maps.

Virtual Classrooms- Teachers made a smooth transition from classroom to online teaching during the lockdown due to COVID-19 pandemic.

Platforms such as Zoom, Google Classroom, G-suite, Google Duo, Microsoft Teams, Cisco Webex were used to create virtual classrooms.

Google Classroom is used to organize and post course-related information such as learning materials, quizzes, lab submissions and evaluations, assignments, and so on. Zoom, Google Meet, Microsoft Team, and Google Classroom are all options for online classes.

Wi-Fi Access – Wi-Fi access to the internet is available on individual laptops and mobile devices. Wi-Fi

users are supplied with adequate security. The system administrator has control over who has access to it.

Social media - The students have direct access to the faculty members by the means of whatsapp groups. The social media platform is used for sharing study material, notices and other important information for students' benefits.

N-LIST-INFLIBNET- The e library resources are made available to the students by the college. Students have access to free source journals and several e books.

Virtual labs - Access to simulation-based Labs, created by the Ministry of Education is made accessible to the science students.

It provides a complete Learning Management System where the students along with the teachers avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.

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

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

Response: 44:1

2.3.3.1 Number of mentors

Response: 18

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 106.97

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

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

Response: 16.35

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	4	3

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 1.56

2.4.3.1 **Total experience of full-time teachers**

Response: 28

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The internal exams are conducted in accordance with the academic calendar and as per the instructions provided by the Pt. Ravishankar Shukla University.

In post graduate programmes the internal exams are governed by the Revised Regulation number 149 of the university which specifies the conduct of examination, method of internal evaluation, award of grade and credit points and other miscellaneous provisions.

A sum total of 20 marks are allocated for internal assessment for each paper.

These 20 marks are distributed as following –

- 10 marks are assigned for the class test
- 5 marks are assigned for assignment/seminar presentation
- 5 marks are assigned for the attendance.

The marks for the attendance are decided in the following manner-

If the attendance of the student is more than 65 % but less than 70% than 1 mark is awarded to him/her.

Likewise, 70 % or more but less than 75 % attendance earns 2 marks, 75% or more but less than 80 % earns 3 marks, 80 percent of more but less than 85% earns 4 marks and 85% and above earns 5 marks (maximum).

Apart from these, awarding marks in the unit tests, seminars and other projects is entirely based on the highest ethical and technical practices.

Thus, a fair practice is followed for internal evaluation of the students in the semester examination system.

Similarly, from the academic year 2020-2021, the university has started to include marks of the internal assessment in the annual examination in the first year of under graduate programmes. Subsequently this criterion will be followed in the present and forthcoming year i.e. UG second and final year.

The maximum marks for internal assessment, which is included in the annual examination are 10 % marks of the theory paper in the particular subject.

The student has to secure a minimum of 33% marks to successfully pass the examination in each subject. The marks of internal exams are considered for this cut-off percentage.

In undergraduate programmes the university has notified provision for addition of internal marks in the annual examination. It has been started from the past academic year from the UG first year and subsequently, it will continue in the following classes.

The unit tests are conducted in regular intervals and First and Second Sessional exams are organised in the stipulated time.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Government College Lawan has an elaborate mechanism to ensure that the process of continuous assessment is time bound, transparent, efficient and in the finest interest of students.

To ensure the above specialities the following measures are taken-

1. Answer scripts of the students are shared to them after every unit test, sessional test and any other exam.

2. The attendance record, which is a part of Internal Assessment, is shared with students.

3. Students are given sufficient time to approach concerned faculties to claim relaxation in attendance on different grounds such as medical issue, NSS camp, Sports or any other valid reason.

4. Uniform standards are practised to ensure parity in marks awarded to students among different subjects.

5. In certain cases, if discrepancies are noticed between marks awarded to students by teachers and those entered in the mark sheets prepared by the University, or erroneously they are declared absent in any particular paper, the college exam help desk assists the students in getting the errors rectified.

   The marks for project work are awarded by the external examiner hence any culpability of biasedness is very meagre.

File Description	Document
Any additional information	[View Document](#)

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.

Response:

Programme and course outcomes embody a wide spectrum of knowledge, skills, capabilities and attitudes that the college students gather during their pursuit of graduate and post-graduate courses.

Government College Lawan offers a number of programmes in Basic Sciences, Humanities, and Commerce.

The specific learning outcomes of the different courses are constructed into the curriculum of each discipline.

The common outcomes in different programmes are summarised in the following points-

1. In an endeavour to create a learning ecosystem with a profound emphasis on practical applications of the curriculum, the academic studies are integrated with co-curricular activities.
2. The students are acquainted with the latest developments in the topics of syllabi, most updated and authentic information about the course content is provided.
3. To develop critical thinking in the student trial and error approach is applied in many courses.
4. Students are taught to identify, formulate the correlation of the subject with real-life aspects, derive to design and reach valid conclusions using basic principles of their subjects.
5. Contemporary societal, environmental and cultural problems are addressed by the faculty members.

Mechanism of communication of Programme and Course Outcomes:

The College has a well-articulated mechanism to communicate programme and course outcomes to all the stakeholders. The major aspects are as follows-

1. At the time of admission, the Counselling Cell and Students' Help Desk also apprise students of what to expect from various courses.
2. The syllabi are uploaded in the college website.
3. An induction programme is organised by the college to brief the students about the vision and mission of the college and they are made aware of the learning methodology.
4. Most of the students enrolled in our college are first-generation learners. They are motivated to acquire knowledge and upgrade skills, personality and avail benefit from the academic atmosphere of the college in their fullest potential.
5. The department heads and faculty members brief the students about the syllabus and the objective of studying the course content.
6. The standard books are suggested to the students for effective learning.
7. The question papers of the previous examinations are made available in the college library.
8. The e-contents available in government portals are made accessible to the students in order to provide learning opportunities by the best subject experts in the country.
9. Virtual labs are visited by the departments to study complex theories and instruments with the assistance of simulated models.
10. Field visits are organised to study applied sciences and theoretical principles.

File Description	Document
Past link for Additional information	[View Document](#)

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

Response:

Government College Lawan ensures attainment of course outcomes in the various programmes.

During the attainment of different courses, the students acquire domain knowledge, technical expertise, hands-on exposure with the laboratory equipment with skills and wisdom to achieve excellence in the spectrum of life. The students of our college are trained in soft skills along with the curricular studies, which enables them to have a better understanding of the subject. This enables them to cater to the needs of the ever-demanding competitive circle of professional life.

Outcome based learning is very essential for a student's overall learning.

The measurement of programme outcomes is achieved by the following measures-

1. Oral questioning – During the class hours, faculty members ask questions to the students regarding the lecture on a random basis. This keeps the students attentive and involved in the classroom.

2. Participative learning- The students are assigned questions and tasks in the groups. It accomplishes the spirit of teamwork and peer learning adds to better attainment of programme and course outcomes. The bunch of students who perform well in these tasks are clear indicators for measuring the attainment of outcomes.

3. Internal Assessments – Several unit tests and sessional exams are organised to gauge the understanding of programme and course outcomes. These assessments provide quantitative as well as qualitative information about the attainment level of students. The attendance in tests show the diligence of students in their studies as non-serious students do not appear in tests or create excuses for non-performance while the sincere learners fare bright.

4. Annual / Semester Examinations- As per the standards of the prevalent academic system the annual exams for undergraduate programmes and semester exams for the postgraduate programmes are the ultimate instruments for measurement of course attainment. The marks in the university exams provide unbiased and authentic valuation, how far the faculties have succeeded in passing the knowledge to the students.

Post exam result analysis is carried out to look for the prospects of improvement and steps required to fill the lacunae are discussed in the academic council.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 78.18

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
205	160	84	59	39

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
215	205	101	93	55

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.53

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - 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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)

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

Response: 0

3.1.2.1 **Number of teachers recognized as research guides**

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	21	17	16

File Description	Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

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

Response:

Innovation in higher education institutions promotes scientific temper in the students.

Government College Lawan is committed to encouraging innovation amongst students and faculty members.

We emphasize on identification and adoption of timely, need-based, feasible and useful innovations to provide quality education and inculcate the aptitude of critical thinking.

The college supports various innovative activities and skill-based projects by providing knowledge and resources.

Most of the students enrolled in our college hail from higher secondary schools of villages that have inadequate resources to deliver laboratory-based science education.

We at Government College Lawan attempt to discover prospects of innovation using basic resources.

The Government of Chhattisgarh is running a flagship scheme named "NARVA, GARVA, GHURWA, BADI" which means elevation of rural infrastructure by improving the conditions of Canals, Cattles, Compost pits and Vegetable badis (small area used for growing vegetables). Along with it the GAUDHAN NYAY YOJANA has appreciated the value of cow dung and livestock-associated products.

As a domino effect of this scheme, there has been a cumulative intensification in the rural economy.

In order to take advantage of the uprising opportunities in this field, the college is guiding the students for innovation and skill acquisition.

The Zoology department is practising vermiculture in the low cost, portable grow bags in the college premises.

The lac culture is commonly practised by village self help groups. The students of the Zoology department engage with the cultivators and assist them by introducing innovative techniques for longer preservation of lac and bivoltine species of lac insect for better production.

Field visits to nearby poultry farms and spherical balls are created from poultry faecal materials which are used as a protein source in aquaculture.

The Chemistry department engages in sanitiser preparation, hand wash and perfume synthesis, water and soil analysis, TDS analysis of different water sources and many other activities.

The Botany department has been actively engaged in successful mushroom cultivation for the past three years.

The waste decomposition properties of Trichoderma fungus have been studied and practised in the fields near college premises.

We are attempting to decompose crop residue by using organic agents to mitigate stubble burning.

Bio enzyme preparation is being practised in our college by using household citrus fruits' peel.

This bio enzyme is being used as a fertilizer for plants on college premises and it has cleansing properties for floor cleaning as well.

Air layering, seed breeding and many other activities are carried out throughout the year.

The Physics department has built working models of solar water tanks and transistors.

The students are also educating their communities about the above practices.

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.06

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.18

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	1	0

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)

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 last five years.

Response:

Government College Lawan actively contributes to community welfare as we value our onus in capacity building of individuals to cater to the needs of the country.

The students of Government College Lawan carry out extension activities by the means of the National Service Scheme, Red Ribbon Club, Youth Red Cross Society and Eco-club.

Education, Health, Hygiene, Cleanliness, Nutrition, Vaccination, Institutional deliveries, Blood donation, HIV-AIDS awareness, Sickle cell awareness, Good touch-Bad touch, Deaddiction, Road Safety, Rural entrepreneurship, and Skill development are the basic areas where volunteers try to bring positive changes in the lives of the common people.

We have adopted a village- Gram Panchayat Munda which is located 5 km away from the college in NH 13O B.

The college is situated in a rural area and most of the students belong to farmer families. After the commencement of every session, we prepare an address chart that provides the details of the villages our students belong to. Over the years we have estimated that students from around 100 villages study in our college. It extends our reach to such a large number of villages.

The values of NSS are deeply rooted in the NSS volunteers. They try to have societal upliftment while serving in the capacity of a volunteer in the different fields mentioned above.

The NSS volunteers seek to assist people to develop their own skills to acquire and manage the financial, material and emotional resources.

The volunteers train the children of their communities, studying in standard Vth for the Jawahar Navodaya Vidyalaya Entrance Exams.

They also teach Vermiculture, Mushroom Culture, promote Zero Budget Natural Farming concepts such as Jeevamritham (natural fertilizer) preparation etc.

Many volunteers have taught cloth stitching to the unemployed youth of their villages.

During the COVID 19 crisis, the volunteers actively participated in the Blue Brigade, a joint initiative of UNICEF Chhattisgarh and NSS.

THE BLUE BRIGADE volunteers participated in the following key activities in Lawan and nearby villages-

- **1. MOHALLA CLASSES**

- **2. CHILD & WOMEN VACCINATION & NUTRITION**

- **3. GOOD TOUCH & BAD TOUCH**

- **4. INSTITUTIONAL DELIVERY**

- **5. AWARENESS RALLIES/ STREET PLAYS**

Along with these activities, special weeks, fortnights, and months observed by the Health Department such as Poshan Maah, Filaria Eradication Week, etc are promoted in the villages by the NSS volunteers.

The Red Ribbon Club of the college is funded by the Chhattisgarh State AIDS Control Society.

All the NSS volunteers and other interested students become members of the Red Ribbon Club and raise awareness about HIV-AIDS and voluntary blood donation.

The ECO club members work for environment conservation alongside the activities of NSS.

File Description	Document
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 14

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	3	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 155

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
32	28	23	51	21

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 278.59

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2372	1869	499	1118	1552

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.5 Collaboration

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	0	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

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

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - 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.

Response:

Government College Lawan provides the latest infrastructure and facilities that contribute to the academic growth of students and faculty.

The college runs in morning and day shifts to manage the classrooms with the different UG and PG programs.

There are five laboratories, one each in Chemistry, Botany, Zoology, Chemistry and Geography departments.

All the post-graduation departments have their separate library to facilitate the reading environment.

A common library is the center of knowledge acquisition for students post their classroom studies.

A well-upgraded computer lab, e-class room and ICT-enabled seminar hall deliver digital learning to the students and staff.

The entire campus of our college is Wifi enabled with open access to every student and faculty member.

The college has a common staff room and a well-equipped administrative office.

The college canteen provides an alternative of hygienic food to the students and staff.

The college has a large playground where sports activities are carried out.

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

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

Response:

Government College Lawan has one of the biggest sports-grounds in the district.

The athletic culture in the college instils healthy competition, sportsmanship and teamwork among students.

The college has land availability of around 25 acres where athletics, cricket, foot ball, volley ball, kabaddi, kho kho and other sports are played. Along with these a badminton court area is developed in the college campus.

An American standard table tennis table is also present in the college. The college has hosted sector level table tennis tournaments in three consecutive years from 2017 to 2020. Colleges from Baloda Bazar-Bhatapara and Mahasamund districts have participated in the tournaments and appreciated the college's hospitality.

Annual sports week is organised every year where several interclass and individual competitions are organised.

The sports department is well upgraded with international standard sports articles, kits, basic gymnasium equipment, exercise bicycle and first aid facilities.

International Yoga Day and several activities of FIT India programme such as bicycle rally, race competitions and others are organised at regular intervals.

Large number of students of the college aspire to become Army and Police officers, they practice vigorous training in the college ground.

Along with the sports activities, the cultural activities are regularly organised in the college which promote the holistic development of students and add to all-round personality development.

Our college promotes creative and artistic pursuits of the students.

The college is celebrating Amrit Mahotsav of India's independence and several activities and competitions are being organised to promote and celebrate the great and diverse culture of our country.

The Cultural Committee of students motivate their peers to participate in various activities.

Annual cultural festival and Annual function was organised every year in the pre COVID-19 era.

The college has one open stage for practice and performance of cultural activities.

The college team has won several accolades for their street plays at district level competitions.

The students of Government College Lawan regularly participate in the Youth Festival Organised by the Pandit Ravishankar Shukla University, Raipur.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 21.43

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 88.68

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
4.212	2.583	6.085	5.346	0.574

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

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

Response:

The library of Government College Lawan is fully equipped with the latest infrastructure and well-stocked with a good collection

of books.

The library is partially automated with Code Achi open-source software.

The Library also provides access to about 6000 plus e-journals and 1,64,300 plus e-books through N-LIST Programme of INFLIBNET.

The students and staff are kept updated with the subscription of current affairs magazines of national and regional level.

The books published by the Publication Division of Government of India are available in the library to provide a grasp over contemporary issues and policy matters of the Union Government.

Reading space is available in the library for the readers.

Along with the books of subjects, a vast collection of books is available for the competitive exams ranging from UPSC Civil Services Examination, SSC, Railways, Banking to State Services, and Vyapam.

Name of ILMS software: CODE ACHI (Open source)

Nature of Automation: Partially automated

Version: 8.3

Year of Automation: 2021

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

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.13

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.5593	0.46097	3.50669	3.62179	2.51797

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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

Response: 1.61

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

Response: 13

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The campus of Government College Lawan is a completely WI FI enabled zone with internet access from every corner of the building.

The college office, library, and all the classrooms have proper connectivity to the internet.

The internet speed of more than 50 MBPS is made available with the leased line of the internet service provider.

The administrative office is fully computerized for activities related to accounts, student admissions and administration including timetable, internal assessment, admit card, and other human resource management services.

To perform these activities the college has provided 02 desktops in the NSS office.

In order to promote digital awareness, the Student KIOSK center is provided with computer systems for filling their online applications of the university and competitive examinations.

The computer systems are having an upgradable operating system Windows 10 with office versions MS Office 2016.

The upgraded software is used for teaching-learning purposes in various departments such as tools like Clustal X and Phylip, open source online simulations in the Zoology department, Argus Lab, ChemSketch, Virtual labs (Ministry of Education) and QBASIC in the Chemistry department provide digital education to the students.

File Description	Document
Upload any additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)	
Response: 34:1	
4.3.3 Bandwidth of internet connection in the Institution	
Response: B. 30 MBPS – 50 MBPS	

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 86.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.9	1.54	1.07	0.99	1.9

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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.

Response:

The college has policies and procedures in place for the maintenance and utilization of infrastructure and

facilities. Staff council committees are responsible for decision-making for up-gradation and maintenance of the same.

The college believes in sharing collective responsibility to maintain the property of the college.

The building maintenance committee monitors the physical infrastructure of the college.

While the non-teaching staff is responsible for general maintenance of classrooms and the laboratories, ICT facilities are maintained by computer lab-in-charge.

In case of wear and tear or malfunctioning of any electrical appliance, computers or projectors College Development, Building maintenance, and Purchase Committees authorize the repair.

CCTVs are installed at key locations of the college building.

Instructions are displayed outside classrooms to maintain silence in the corridors and to avoid loitering.

Electrical equipment are switched off after use and classrooms/labs are locked in the evening.

Students are oriented to take care of the college property.

Computers are password protected and are meant to be used only for academic and learning purposes.

No software outside the curriculum is allowed to be downloaded.

The library is marked as "Silence Zone". Shelves are provided outside the library for keeping

personal belongings/bags, which is looked after by library staff. Library hours are fixed for all members and books are issued on production of valid library/ID cards for a limited period.

Books and journals in the library are properly cataloged. Policies entail payment of the fine in case of loss, damage, misuse of books and membership cards and late return.

All laboratories are maintained by the laboratory staff. Daily cleaning/dusting of all equipment is done.

Laboratory/biological wastes are managed as per government norms.

For timely purchase of consumable and non-consumable items in the laboratories, requirements are proposed through departmental purchase committees and the teachers-in-charge. Stock registers for purchases and utilization of consumables are maintained.

Safety measures and important instructions pertaining to the use of equipment inside the laboratories are displayed.

Fire extinguishers are placed outside laboratories for emergencies.

Physical verification of laboratories is done at the end of each session by a committee appointed by the Principal.

A safety audit is conducted every session to ensure the college building is safe for the students, staff, and the visitors.

Students use the sports ground for training purposes with prior permission and under the guidance of Sports in-charge.

Students utilize the sports kits and equipment for practice and games from the Sports department. Basic fitness equipment are available for students and staff.

Dustbins are placed at various places to avoid littering, and the housekeeping staff cleans the premises twice a day to maintain hygiene and cleanliness. Sanitizers are installed at key locations in the premises.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 84.51

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
719	588	501	347	253

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.12

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	0	34	3

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

     1. **Soft skills**
     2. **Language and communication skills**
     3. **Life skills (Yoga, physical fitness, health and hygiene)**
     4. **ICT/computing skills**

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 230.47

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2228	1793	686	1017	826

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document]
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document]
Details of student grievances including sexual harassment and ragging cases	[View Document]

5.2 Student Progression

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

Response: 0

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of student placement during the last five years (Data Template)	[View Document]

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

Response: 73.02

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 157

File Description	Document
Details of student progression to higher education (Data Template)	[View Document](#)

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

Response: 3.2

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations*, etc.)***) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	0	0	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	25	13	10	4

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 6

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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
6	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The College administration is a big believer in collaborative working and student involvement. Our college provides a supportive environment for students to develop their leadership and interpersonal abilities while also boosting their self-esteem.

Participation in activities aids social development by providing a venue for student interaction, comprehension, and conversation. As a result, the college is extremely attentive to and responsive to student-related activities and places a high value on them.

The post-graduate departments have Student Societies that encourage students to participate actively in academic and co-curricular activities. The Head and other academic members of the department are in charge of selecting student representatives and forming the Education Association. The nomination of students is based on merit.

They serve as a link between professors and students. They assist in the coordination of academic and other co-curricular activities in accordance with teaching faculty directions.

Depending on the interests and talents of the students, the unit develops numerous committees.

Along with these, college festivals and a slew of workshops and skill development sessions during the academic year, members also serve on a number of institute-level committees, including the college women's development cell, anti-ragging committee, and IQAC committee.

The extracurricular activities are overseen by the sports and cultural committees. Extra classes are provided to students who participate in sports or other extracurricular and extramural activities in order to compensate for the time they have spent on these activities. They are given re-tests so that they can analyze their preparation for the final exams.

Our college established various Clubs to encourage students to participate in academic, co-curricular, and extracurricular activities. These groups aid students in learning planning, organization, analysis, estimating, and execution, as well as troubleshooting, all of which contribute to their overall development. These clubs participate in activities outside of the classroom in order to reinforce what is learned in the classroom.

The following student committees/clubs are active in the college to promote student participation and representation in administrative, co-curricular, and extracurricular activities:

Class Representatives: Students are chosen as class representatives in all classrooms. They are in charge of representing any academic/non-academic matters to concerned HoDs/Class teachers.

Class committees for each course are formed by students representing both meritorious and weak students, as well as faculty members recommended by the Head of the Department who are not the course teacher. The Class Committees give input on every area of the program and each course. Meetings of the Class Committee are held on a regular basis.

Cultural and Sports Committees: Students are well-represented on all cultural and athletic committees. They assist with event planning and administration. Annual sports competitions and cultural gatherings are two major events.

Organization of Special Events: Every year on September 5th, students arrange and commemorate National Teachers Day, presenting a cultural event as well as other national holidays like Independence Day, Republic Day, Science Day, and numerous NSS and social service activities.

File Description	Document
Paste link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 45.2

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
032	30	48	43	73

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

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

Response:

The Alumni Association of Government College Lawan is very dynamic in conducting welfare activities for students and the campus. The college administration functions as a connecting link between the passed out and enrolled students to foster harmony and conducive exchange between the students.

The alumni association is registered as "Shaskiya Mahavidyalaya Alumni Association Lawan", in the Office of The Registrar, Firms and Societies, Government of Chhattisgarh.

Although this association of pass-out students is in its infancy, in a short span of time it is making meaningful efforts for the welfare of the students and up-gradation of the college.

The major activities conducted by the Alumni Association are as follows-

1. **Exam guidance –** The passed-out students interact with the current students and guide them about the appropriate approach to acquire higher education, the exam patterns, and the career opportunities and challenges in the varied arenas of employment and entrepreneurship.

2. **Green Campus-** Every year during the monsoon season the passed-out students gather in the college campus for tree plantation. They also make proper arrangements for the protection of the plants.

3. **Blood Donation –** The college NSS unit organizes a blood donation camp. The alumni association contributes in the arrangements, mobilization, voluntary blood donation by the members and assistance in media and public outreach.

4. **Admission Guidance-** The members of the association motivate the students to take admission to the college and make them aware of the various faculties, subjects and facilities available in the college. Many alumni contact the professors to conduct counseling with the students seeking admission.

5. **Books and stationary distribution –** The members of the association donate new and old books

besides stationary articles to the students in need and assist them in best possible manner.

6. **Extension activities –** The passed-out students extend support to the NSS volunteers in performing their duties in different fields such as health, sanitation, nutrition and education in the different villages. The special seven days camp organized in the adopted village is hugely assisted and attended by the members of the alumni association.

File Description	Document
Upload any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)	
Response: E. <1 Lakhs	
File Description	**Document**
Upload any additional information	View Document

Criterion 6 - 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

Response:

Government College Lawan is committed to providing quality education, ethical and moral development of students and empowerment of all the stakeholders.

The essence of our vision and mission is reflected in all the activities carried out on our campus.

VISION-

"To impart education by which prodigious character is formed, the strength of mind is increased, the intellect is expanded, and by which our students can stand on their own feet".

MISSION-

1. To develop a highly enriched academic atmosphere in our institution.

2. Promotion of employability skills and knowledge amongst the students.

3. Augmentation of the scientific temperament of students.

4. Nation building by nurturing students to become ethically sourced, learned and responsible citizens.

5. Enhancement of Quality of College life by the development of explicit skills, attitudes and abilities apart from domain knowledge.

6. Empowerment of all stakeholders.

Government College Lawan ensures that we provide quality education to our students, upgrade our institutional capacities for the welfare of all stakeholders and nurture our students to become responsible citizens of the country.

The initiatives such as online admission fees payment, online grievance redressal, promotion of N-LIST INFLIBNET have been adopted by the college management to inculcate the spirit of digital India.

The college has started value-added courses to impart skill education and development of entrepreneurship skills in the students.

Our institution endeavors to increase the students' receptivity towards environment, responsibility, character, spirituality and courage.

All the faculty members, non-teaching staff and students are well versed with the vision and mission of our college.

The college intends to serve the country as a responsible higher education institution that contributes to national development in all spheres.

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

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

Response:

In Government College Lawan all the offices and departments are governed on the principles of participation and transparency.

To provide quality education it is imperative to develop responsive, participatory, and accountable systems of educational governance and management.

Academic and administrative planning in our institution go hand in hand.

There is synergy between students, faculties and the administrative set up which ensures smooth functioning of the academic and office activities.

The college recognizes the plurality of perspectives on knowledge which makes it a fluid entity as against inventory of fixed units.

It also promotes decentralization of academic power and administrative tasks to ensure effective and time-bound accomplishment of different tasks.

The college has a staff council, purchase committee and several other committees pertaining to student welfare, administration, institutional discipline, student union, admission, finances, procurement, extension activities, co-curricular, extracurricular activities, grievance redressal, scholarships, library, physical infrastructure maintenance, ST/SC/OBC matters and others.

The Principal is the administrative head and patron of the different cells of the college. He acts as the guardian of the institution and oversees the actions of the administrative, academic staff, students and the supporting staff.

The admission, examination and results-related activities are headed by convenors of the different departments.

The college also serves as an examination center in various competitive examinations organized by the Chhattisgarh Public Service Commission and Chhattisgarh Professional Examination Board. The Principal

assigns different duties to the academic and non-teaching staff for smooth conduct of examinations.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college administration develops a strategic development program in each session to upgrade academic and physical infrastructure along with human resources development.

The college strategic development plan is effectively deployed with the active participation of IQAC and all other departments.

In the beginning of each academic session, deliberations are held with IQAC, Janbhagidari Samiti, the Staff council, and all the members of the college to decide the strategic goals of the session.

The college has efficiently achieved the majority of the goals in spite of the resource constraints and the impact of COVID 19 in routine functioning.

As aimed in the strategic plan for the current session, our college has successfully started self finance courses on PGDCA, DCA and value added courses.

Special thrust in being given to the advancement of research activities. The college has conducted a webinar on Academic Writing in collaboration with IISER Pune.

To impart skill education and promote digital literacy the college has collaborated with IIT Bombay.

Departmental libraries have been set up in the post-graduation departments to facilitate and nurture the reading culture in the college.

The growth in size and complexity of our institution has driven the college administration for effective deployment of the strategic plan.

File Description	Document
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Government College Lawan is a progressive higher education institution harboring participatory planning and decision making in accordance with the statutes, directions and orders of the Department of Higher Education, Government of Chhattisgarh.

The organogram of our college reflects the democratic character and shared responsibilities with which governance takes place.

The college comprehends the engagement and participation of the civil society in the formulation, implementation and monitoring strategies for providing quality education. The Janbhagidari samiti is an autonomous cell nominated by the Cabinet Minister- In charge of the district. The local representatives of the area share their inputs, provide their feedback and assist in up-gradation and creation of infrastructure and management of resources.

The administrative setup is sanctioned by the state government.

The regular posts of Assistant Professors are filled by the Chhattisgarh Public Service Commission.

The Class-III posts are filled as per the norms of the state government.

The guest lecturers are selected by the appointments committee of the college as per the guidelines of the Department of Higher Education.

The Principal, as the chief administrator of the college, supervises and manages the overall

functioning of the college. The Principal is also the ex-officio chairperson of the Staff Council.

The IQAC of the college plays a key role in assessing and assuring quality in the teaching- learning and evaluation process.

The Administrative Staff of the college is also characterized by a well-defined organizational structure, with positions according to the Department/ University rules and the UGC.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Government College Lawan has effective welfare measures for the teaching and non-teaching staff.

The college organizes regular health check-up camps and dental check-up camps for the staff and students.

First aid along with emergency medicines are always available in the college.

The college has provided all the staff with necessary moral and medical support in the COVID 19 period.

The college administration has organized two COVID 19 vaccination camps of four days and five days respectively for staff, students and the villagers to complete both the doses of vaccines.

The Body Mass Index of staff is monitored by the Quetelet's Index.

Emergency contact details are updated at regular intervals.

In our college, the security of female staff is always given significant importance. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 is strictly enforced in the college premises.

To achieve digital fluency special workshops are organized to train the staff about e-filing of income tax, use of internet banking, cyber safety along online teaching.

The career advancement scheme of UGC and annual increment of salary is provided as per the instructions of the state government.

In addition to these, the Government of Chhattisgarh provides several benefits to the employees.

The major beneficial schemes are medical reimbursement, maternity leave, paternity leave, child care leave, group insurance scheme, and study leave along with various allowances.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 4.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	1	0

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	1	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 51.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	7	1	4	2

File Description	Document
Details of teachers attending professional development programmes during the last five years	[View Document](#)

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

Response:

The performance appraisal system for teaching staff at Government College Lawan is governed by UGC-Career Advancement Scheme (CAS) guidelines.

The benefit of annual increment is being received by all the regular employees.

Appraisal for teaching staff is based on the Performance-Based Appraisal Scheme (PBAS)

proforma submitted by faculty seeking promotion. The PBAS proforma details individual

teachers' teaching-learning and evaluation-related activities; research and academic contributions, administrative support and contribution in extra- and co-curricular activities as had been detailed in UGC-CAS guidelines. The appraisal/selection committee, appointed by the Principal, in coordination with IQAC scrutinizes the proforma based on the UGC-CAS guidelines and recommends the same for promotion.

Appraisal for the non-teaching staff:

The non-teaching staff at Government College Lawan comprises a diverse support staff that functions as

the backbone of the college. This includes the administrative and accounts staff, the laboratory staff, the library, and the housekeeping staff.

Payscale up-gradation and roster-based time-bound promotion policies are implemented by the Government.

Annual assessment of the performance is evaluated by the Principal.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Government College Lawan conducts an internal audit of the college books of accounts of Janbhagidari Samiti in the respective financial years.

A chartered accountant examines the receipts and expenditures of the account.

The chartered accountant meticulously audits the finance-related documents for all transactions. It is an audit of the balance sheet, general fund income and expenditure, and receipt and payment account.

The audit of general accounts depends upon the directions of the Department of Higher Education, Government of Chhattisgarh as per the availability of accounts officers and other contemplations.

Objections and questions of any kind during the audit were promptly addressed by presenting relevant documents to the auditors. Every effort is made to maintain transparency in the financial activities, and to maintain a record of corresponding documents for every financial transaction.

File Description	Document
Upload any additional information	View Document

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

Response: 1.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.42	0.34	0	0.56	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The government of Chhattisgarh is the principal provider of the funds to Government College Lawan. At the beginning of every financial year, the Department of Higher Education enquires the college for estimated demand of budget.

The college plans for all the possible expenditures including salary, stationary, travelling allowance, stationery, electricity bills, telephone bills, library books, laboratory materials medical reimbursements, contingencies and others.

The department allocates the funds as per the availability of resources under different government heads.

For efficient, timely, and optimum utilization of available resources, the staff council committee and purchase committee discuss the plan of expenditure.

The head of departments is asked to provide their requirements at the beginning of the session to ensure timely and routine maintenance and up-gradation of laboratories, library, computing facilities, classrooms, equipment, and other facilities. According to the requirements submitted by conveners of committees and teachers-in-charge, a budget is prepared and the financial activities proceed.

The college committees follow the procedure of procurement of funds as per the general

financial rules. All financial documents and bills are processed by the accounts section and the principal. Transparency is maintained through the entire process and allocated funds are optimally utilized.

File Description	Document
Upload any additional information	View Document

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

Response:

The Internal Quality Assurance Cell is an integral part of our institution for realizing the goals of quality enhancement and sustenance. It steers our administrative and academic staff in pursuit of excellence by creating and channelizing resources, determining our goals, executing plans along with unceasing efforts to attain inclusive improvement for holistic academic quality augmentation.

The IQAC has evolved diverse mechanisms and procedures for the following objectives-

1. Monitoring and ensuring time-bound, the efficient and progressive performance of academic, administrative, and financial tasks.

2. Optimization and integration of modern methods of teaching and learning.

3. Orienting efforts for institutions holistic improvement.

4. Establishment of collaborations for academic, research and extension purposes.

5. Creation of avenues for the welfare of students, staff and society.

6. Documentation of various activities concerned with quality maintenance and improvement.

7. Dissemination of information on various quality parameters of higher education.

8. Feedback analysis of students, teachers, parents, and all other stakeholders.

The two significant practices institutionalized as a result of IQAC initiatives are as follows-

1. Student KIOSK – The vital activities in the higher education system such as admission, fees payment, scholarship application, university exam application, NAD registration, Internet Banking, Application for PSC and VYAPAM examinations, degree and migration certificate application, etc. require online registration. Along with these, the students are adult citizens of the country and our college encourages them to avail all the legal identification cards and other documents such as PAN Card and driving licenses.

The college is situated in a rural area and most of the cyber cafes and computer centers charge hefty amounts to the students.

In order to facilitate the students, the IQAC of our college had proposed that the students of the college must be given access to college computers for the above-mentioned online operations.

The accomplishment of this proposal has hugely benefitted the students.

The students which have knowledge of computers volunteer to assist their peers in online registrations and

they also train them about the required procedures. The newly inducted student then assists any other student. Hence, this exercise creates a chain of digital awareness and establishes digital fluency.

2. Self-finance and value-added courses –

Self-finance Courses- The IQAC had sent a proposal to the Department of Higher Education for opening the computer programs PGDCA and DCA under the self-finance scheme. The department has granted permission for the same as a result 29 and 30 students are enrolled in both the programs respectively. There was a huge demand from the students and parents for opening computer-based diploma courses which have been institutionalized.

Value Added Courses – To impart skill education to the students the IQAC has proposed opening of Value Added Courses. The department has empowered the IQAC to establish and arrange for such courses as a result of this, six courses – Mushroom Cultivation, Aquaculture Practices, Basic computer knowledge, Vermiculture Technology, Public Health and Hygiene, Horticulture and Gardening Techniques have been started catering to the local need and economic prospects.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The IQAC of Government College Lawan deliberates monitoring and evaluation of the academic activities and indicates directions for enhancement and improvement for quality assurance, quality enhancement, and quality improvement.

The implementation of teaching-learning reforms facilitated by the IQAC are:

(i) Review of academic activities (II) Use of ICT by teachers and students

Review of academic activities-

Government College Lawan ensures quality assessment in academics by review of academic activities.

Division of work, authority, unity of command, unity of direction, initiative taking and esprit de corps is maintained and monitored by the IQAC.

There has been a steady increase in the number of students enrolled every session. Maintaining the

standard of teaching and learning is a huge task assisted by the IQAC.

All the departments in the college abide by the institutional norms for adherence to academic calendar, timely submission of workload requirement for the forthcoming session; timely distribution of time table among faculty; course completion according to lesson plan; academic and extracurricular work delegation within the department; use of ICT in teaching practices, execution and moderation of internal assessments; assessment of learning-outcome by identifying high performing and low performing students, analysis of examination results, and so on.

Use of ICT by teachers and students-

The IQAC at Government College Lawan encourages and ensures continual reforms in teaching-learning methodologies. It lays impetus on the adoption of ICT by the teachers and students as well.

The college emphasizes on bridging the digital divide and hence improving educational equity.

The IQAC ensures that the teachers use ICT-based modern teaching techniques and tools for teaching purposes. It also organizes training workshops for the faculty members.

Technological readiness is promoted in the college in order to adopt the concept of blended learning and outcome-based learning.

Along with the teachers, IQAC also trains the students, who often lack experience of using technology for learning as they often use it for personal communication and entertainment purpose.

The college has established a dedicated advisory cell in the college, where the students go for help and obtain advice and training for constructive use of digital tools and the internet.

The IQAC has also started a value-added course on "Basic Computer Knowledge".

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - 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 last five years.

Response:

Government College Lawan champions the cause of gender justice, equity and parity.

We firmly believe in the concept- **"Equal rights and opportunities for girls and boys help all children fulfil their potential."**

The college sensitizes all the faculty members and students to the gender based challenges and concerns.

The syllabus of many programmes offered in the college provide important insights pertaining to gender related issues of the society and the workplaces.

Important Reports of the International and National organizations such as UNICEF, UNESCO and NITI Aayog related with the gender issues are shared with the faculty members and the students.

The college offers complete relaxation in tuition fees to the girl candidates of the college in the undergraduate courses.

There is a provision for female reservation in the Student's council.

Along with the curricular knowledge, various co-curricular and extra-curricular activities are carried out to highlight the cause of gender sensitivity.

Students and teachers engage in inquiry into contemporary issues affecting the everyday lives of women.

Legal Awareness sessions are organized to enable face-to-face interaction of students with the higher officials of judicial services and the advocates.

Medical sessions are organized in collaboration with Community Health Centre Lawan to acquainting the girls about menstrual hygiene, nutrition, psychological stress management, motherhood, and others.

Visits to police stations are arranged for the student to deliver the real exposure of our legal entities.

The Women Cell of the District Police Baloda-Bazar visits our campus to interact with students about women's safety, ideal social media practices, child marriage, domestic violence, Visakha Guidelines, and others.

Supporting facilities and provisions for safety and well-being of women-

Safety and Security –

- The campus of Government College Lawan is secured by CCTV surveillance.

- The faculty members and supporting staff regularly monitor the activities of students outside the classrooms and in the playgrounds.

- Unauthorized entry in the college is completely prohibited. Students wear their identity cards imperatively.

- The police department has been requested to increase PCR patrolling in college hours.

Counselling – The women faculty members provide counselling to the girls in distress.

The confidentiality of their issues is duly maintained.

Common Rooms – There are separated common rooms for the girls with basic amenities.

Day Care Room - As more than 10 Women are working in our institution, as per government's directives, we have created a separate space/room for day care and dining of women.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Waste Management- The college practices ideal protocols for degradable and non-degradable waste generated in the campus.

The solid-liquid and biomedical waste management dustbins are placed at regular spaces in the college building and no littering or spitting is allowed.

Solid Waste Management-

The college compound has a waste decomposition pit and biodegradable waste is recycled as manure for the plants of the campus.

The usage of single-use plastic is restricted and sturdily discouraged.

The laboratory waste is segregated and disposed of as per the prescribed norms of the government.

The college office uses digital communication to discourage the excessive use of paper. Both sides of the papers are utilized for official print outs.

A compost pit is present in the college for managing biodegradable wastes.

The waste collection vehicles of the Nagar Panchayat Lawan regularly collect waste from the campus.

Liquid Waste Management-

Rainwater harvesting-

The college has a rainwater harvesting system installed in the college ground which collects the rainwater from the academic building.

Open Well – An open well recharge has been created which collects the groundwater discharged from the campus and runoff water from the ground.

Biomedical waste management – The biomedical waste generated from the zoology laboratory such as cotton, needles and slides etc. are collected in the biomedical waste collection bins. The incinerator is used for disposing of sanitary napkins.

e- Waste Management - The college management consciously manages the usage of electronic and digital devices.

Inkjet printers are used in the office where bulk printing is required to avoid cartridge refilling and wastage of the same. The UPS batteries are exchanged for a nominal cost.

The inverter batteries are also exchanged with the vendors.

Waste Recycling System -

The biodegradable waste generated in the college is selectively used as vermi-bed for vermiculture.

The waste collected in the compost pit of the campus is recycled and used as manure for plants.

The rural locality of the college provides an ample amount of cattle dung which is also utilized for manure production.

Hazardous Waste Management- The mushrooms (that may turn poisonous), microbes, acids, and other abrasive materials used in the laboratories are disposed of as per guidelines.

Radioactive Waste Management – Radioactive waste is not generated in the college.

File Description	Document
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

File Description	Document
Certificates of the awards received	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Link for any other relevant information	View Document

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

(within 500 words).

Response:

Our college develops and conducts a variety of programmes to help students and staff develop and promote ethical, cultural, and spiritual values. Commemorative days are held on campus with the initiative and assistance of the administration to foster emotional and religious feelings among students and faculty, not only for entertainment and amusement but also to foster a sense of oneness and social harmony.

Every year, an annual ceremony is held, during which the annual day speech is presented to encourage and motivate the students for their future endeavours.

We hold a traditional clothing competition on the eve of our college's annual gathering. Students dressed up in various traditional outfits represent unity in diversity.

Students learn about our country's various cultures and contribute to the development of tolerance and concord toward cultural, regional, linguistic, communal socioeconomic and other differences through this exercise. This also contributes to the college's and society's inclusive environment.

Motivational talks by famous experts in the subject are scheduled to help students develop their personalities and become responsible citizens who adhere to national values of social and communal peace and national integration. We have created several robust infrastructures for a variety of sporting activities for the students' physical growth, in addition to academic and cultural activities.

The College encourages students to organize and engage in various programmes sponsored by the college, inter-college, university, and other government and non-government organizations in order to increase their awareness of cultural, geographical, linguistic, communal, and socioeconomic diversity.

Youth and Cultural Festivals are organized by the institution. Our college's NSS unit participate in a variety of social issues-related programmes hosted by other colleges. Students in all the programmes are motivated to participate in co-curricular and extracurricular activities.

To nurture harmony between staff special group lunch are organised on special occasions.

Students' farewell are celebrated at the terminal part of the academic session.

Birthday and special achievements of the staff are celebrated in order to boost morale and promote sense of togetherness in the organisation.

After work hours, the faculty members engage in sports activities like badminton and chess.

In this manner, the institute's contributions in fostering an inclusive atmosphere for everyone with tolerance and harmony toward cultural, regional, linguistic, communal socioeconomic, and other diversities would be realized.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

India is a large and diverse country with numerous languages, subcultures, faiths, and ethnic groups, all of which are controlled and guided by the Constitution, regardless of caste, religion, race, or gender. Our College educates students and employees on the institution's constitutional obligations, specifically the values, rights, duties, and responsibilities of citizens so that they can act responsibly. The college takes numerous measures by organizing various activities to educate students and employees about the constitutional obligations of citizens' Values, Rights, Duties, and Responsibilities.

Every year on January 26 and August 15, the Institute commemorates Republic Day and Independence Day. Students, Teaching and Non-Teaching Staff, Invitees, Guests, and any other attendees join the celebration. The value of the Indian Constitution is highlighted through celebrations commemorating Republic Day. Similarly, every year on November 26th, Constitution Day is commemorated. Every year, Independence Day is celebrated to commemorate the struggle for freedom and express gratitude and honor to the freedom fighters.

As a tiny step toward instilling constitutional obligations among students, the college curriculum includes mandatory courses such as Professional ethics and human values, Constitution of India, Essence of Indian Traditional Knowledge, The Administrative structure of the central and state governments etc. Students are inspired by renowned persons who participate in numerous programmes on culture, traditions, values, obligations, and responsibilities. Students were involved in awareness campaigns about the ban on plastics, cleanliness, Swachh Bharat, and other topics. The college creates policies that are based on its basic beliefs.

The college has been declared a tobacco-free area and COTPA Act 2003 is strictly maintained.

For students and employees, a code of behavior has been prepared, and everyone is expected to follow the standards.

The values articulated in the preamble are enshrined in the constitution as goals. Sovereignty, socialism, secularism, democracy, the Indian state's republican nature, justice, liberty, equality, brotherhood, human dignity, and the nation's unity and integrity are among them. All significant occasions in college, such as workshops and conferences, end with the recital of the National Anthem in order to instill a sense of patriotism. Various activities are organized on campus to keep these values as the focal point, such as Republic Day, Independence Day, Annual Fest activities by NSS such as Blood donation camp, plantation, Swachh summer internship, Hindi Diwas, cleanliness campaign, awareness lectures, door to door awareness; Sports day, Science day, as well as to sensitize students and employees with differently-abled individuals.

Eminent personalities organize guest lectures and workshops to provide lessons on ethics, values, duties, and responsibilities, as well as environmental preservation. Citizens' rights, duties, and responsibilities are only a few of the themes covered in Elocution, debates, and class presentations.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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

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

Response: A. All of the above

File Description	Document
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	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Every year, Government College Lawan commemorates National Holidays: Republic Day, Independence Day and Gandhi Jayanti.

Every member of the teaching staff, as well as non-teaching employees and students, contributes to the national cause. The motivational talks are delivered.

The cultural and regional festivals of Chhattisgarh such as Hareli and Chherchera are also celebrated with the local community.

Students decorate college premises with Rangoli on special occasions and as a part of Green and Great campus initiatives.

The concept of ancient yoga is promoted in our campus. Many students train school students in yoga in their respective villages.

Indian religious harmony is promoted and respected in the college campus.

Swachhata Pakhwada is observed every year from 1st of October to 15th of October.

Similarly, National Integration Week is also celebrated every year.

Students celebrate days of national importance with true spirit.

Along with these, Teacher's Day, New Year's Day, Induction program- Diksharamabh, bicycle rally, plantation, Youth-day, Women's Day are celebrated.

The alumni association reunion programs are organized on festivals such as Diwali Milan and Holi Milan.

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Title of the best practice-

1. CAREER GUIDANCE OF STUDENTS

Objectives of the practice-

Most of the students enrolled in our college are first-generation learners.

The youth is full of energy and enthusiasm but the need of channelizing their energy is inevitable.

Along with the course studies, the students need to be directed and motivated to achieve excellence in the diverse spectrum of life.

The rural areas lack in the infrastructure and resources to prepare for competitive exams.

The college attempts to teach students regarding the syllabus of the national and state-level competitive examination, provide study materials, guidance and counselling to the students so that they can pursue careers in the prestigious services of the country so that they can attain their maximum potential and reach their goals in scholarly fields, mental and physical well-being and professional life and contribute in nation-building.

The context-

The college, by the means of faculty members endeavors to solve the possible confrontation in students' life amidst the needs, abilities and resources.

The students desire to accomplish inordinate tasks in life, make best efforts, try to develop their abilities or capacities of formulating plans. But there are times in the crucial phase of college life when they realize the path leading towards his/her goal is not visible or sometimes the path is unclear altogether.

The students need guidance to enable them to overcome confusion, indecision and overcome challenges to become progressive, affirmative and pragmatic in their approach.

The government college lawan provides guidance and counselling to the students by caring for their welfare in every aspect of career and life.

The practice –

Government College Lawan is specifically oriented towards career progression of students. Since their enrolment in the college the students are assigned to mentor teachers who provide necessary attention in the scholarly activities of their students and observe their interest, performance and special qualities in specific areas.

Most of the students desire to make a career in the government sector. As there is massive competition in this field, the career guidance and placement cell of the college caters to the need by providing exam-specific instructions.

The college library has a sufficient number of books for almost every major competitive exam conducted in the state.

A certain portion of the budget allocated for the purchase of book is necessarily expended in purchasing books of competitive exams.

The college library has books ranging from the Civil Service Exams (Prelims and Mains) conducted by the Union Public Service Commission, New Delhi to General Exams of Class -III posts, organized in the state by the different agencies.

The monthly magazines pertaining to All India General Knowledge such as Civil Services Chronicle, Pratiyogita Darpan and Chhattisgarh centered current affairs magazine Vikasparakh subscription in the library assists the students in updating and assessing their preparation.

Along with these, the Mock test series are purchased from New Delhi and made available to the UPSC Civil Service Examination aspirants of the college.

The college administration permits the access to books and use of reading space of the library to alumni students and general public who are sincerely preparing for the competitive exams and abide by the library rules.

Two separate WhatsApp groups are created namely LAWAN COLLEGE GK AND LAWAN COLLEGE GIRLS GK for sharing study materials of general knowledge and organizing quizzes.

For students who have passed out and the general public, a Telegram group is created for sharing knowledge relating to different competitive exams.

The college career guidance organizes general knowledge classes regularly which is attended by students of many colleges and universities across the state.

Evidence of Success-

The initiative of Government College Lawan to train students for competitive exams has been proving very fruitful.

As a result of continuous motivation and persistent guidance, many more students are registering to appear in the competitive examinations.

Students of our college are securing the first position in district and university level general knowledge quiz competitions.

Many students who are first-generation graduates in their families are stoutly aspiring to become gazetted officers with courage and determination.

We are constantly motivating students to appear in UPSC Civil Service Examinations and State Service Examinations conducted by the Chhattisgarh Public Service Commission.

The girls are especially guided to pursue higher education and seek success in their careers.

The attendance in the general knowledge classes is increasing over time as more students are now willing to take benefit from the standard and authentic information provided in the class.

TITLE OF THE BEST PRACTICE-

2. Societal welfare by community outreach

Objectives of the practice-

Government College Lawan ensures that the students have access to appropriate learning opportunities through taught provision and supported learning.

The College is copiously devoted and determined to contribute in Nation Development.

As a responsible higher education institution, we have set forth high standards of ethical behaviour to our students and we are committed to inculcating values of integrity, compassion and service to society.

In this regard, the extension services provide a substantial prospect for connecting the campus with the community and serving to the needs of the social upliftment.

The Context -

Government College Lawan is established in a rural setup. The students of around 100 villages come to study in our college. The multiple capacities of youth seldomly find avenues for expression. The extension services provide a platform to young students to learn leadership, teamwork, self-knowledge, competence, authenticity, commitment, collaboration, shared purpose, empathy, division of labor and respectful disagreement.

All these qualities permeate the student culture and define the norms for interacting with the community.

The National Service Scheme is the key component integrating the campus with the community by means of NSS volunteers. The NSS unit of the college performs student-centered activities which motivate and drives the students towards excellence in the personal development of learners through service of the society.

The practice-

Extension work now qualifies as the third dimension of education leading to transformation through outreach beyond the boundaries of the campus.

The extension services are delivered mostly by the volunteers of the National Service Scheme.

The thrust areas of NSS unit of our college are Social Harmony and National Integration, Literacy Development, Environment Enrichment, Life Skills Education, Women Development and Gender Justice, Disaster Management, Adolescent Health and Development and Cleanliness Drive.

Some of the key aspects of our NSS unit community services are as under-

1. Linking learning with community service –

Government College Lawan has adopted Village Munda. The students and faculty members share and apply their knowledge to improve lives of the people in the village.

Many students work in the field of health welfare in their villages in collaboration with the Anganbadi Karyakarta, Mitanins and ANMs. The volunteers of NSS raise awareness about routine vaccination, anaemia, pregnancy care, diarrhoea prevention and malnutrition.

COVID 19 Vaccination Camp- College has organised two vaccination camps which benefitted 768 individuals.

2. Knowledge sharing with the community- The volunteers educate the villagers to participate in livelihood generation by adopting to simple scientific practices.

Our students impart skills to the community members related to vermiculture, mushroom cultivation, Zero budget natural farming, ideal poultry keeping practices, efficient disposal of crop residues and ready to eat meal preparation etc.

3. Researching with the community- The colleges students are working with the villagers of Dharashiv locality in lac culture. The volunteers explore the potential of different plants to host the lac insect to augment the production of lac.

Many students work with the forest department officials in the nursery of village Dharashiv.

4. Social innovation of students – Most of the villagers have a "badi" nearby their houses where they grow vegetables for domestic or commercial purposes. The students have started growing medicinal plants in their badis and they endorse this practice to their fellow community members.

In the COVID era, every household is concerned about immunity and desires to augment it. As a result, this practice is being popularised very significantly.

5. Functional Literacy- Most of the villages have primary schools but many of them do not have middle schools. The NSS volunteers in many villages prepare the school children for competing in Jawahar Navodaya Vidyalaya Examination for entrance in VIth and IXth standard. The campus of Jawahar Navodaya Vidyalaya, District- Baloda Bazar is located just 50 meters away from the building of our college. The grand campus, standard facilities and the quality education of JNV inspire the college students. They have a yearning that the children of their village will have a life changing exposure once they are admitted to the Jawahar Navodaya Vidyalaya.

In the COVID period when, the schools were shut down. The NSS volunteers worked as UNICEF NSS Blue Brigade Volunteers and conducted Mohalla Classes so that learning shouldn't stop come what may the challenge.

6. Disaster Management – From the onset of COVID 19 in March 2020, the NSS volunteers of Government College Lawan assisted the district administration of Baloda Bazar in the identification of labours stuck outside the state. They distributed self-made masks and volunteered for serving in the banks in order to maintain social distancing. They assisted health department in monitoring home isolated patients. Many volunteers mobilized citizens for COVID 19 vaccination centers and promotion of COVID appropriate behaviour in market places and the villages.

5. Evidence of Success –

The NSS Unit of Government College Lawan has secured second rank in the state in Swachh Bharat Swachhta Internship 2.0, organised by the Ministry of Youth Affairs & Sports, Government of India.

The Department of Health and Family Welfare, Government of India has felicitated the Red Ribbon Club of the college in a national event held on World AIDS Day 2020, New Delhi for great work in raising awareness in HIV-AIDS and blood donation.

The students have secured first position in quiz, posters and other competitions in the district.

6. Problems Encountered and Resources required-

Some students have an impression that involving in extension activities might affect their studies. It takes effort to convince them that the purpose of studies is not only acquiring good marks but the holistic development of individuals.

Along with this, the budgetary constraints limit the number of activities that can be carried out for community development.

7. Notes-

It should be mandatory for every higher education institution to work for community development and audit its performance. It would be very significant in nations progress if dissemination of research information of economic and practical importance useful for general public is arranged.

File Description	Document
Link for Best practices in the Institutional web site	<u>View Document</u>

7.3 Institutional Distinctiveness

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

Response:

Student's welfare is the one area distinctive to its priority for Government College Lawan

The welfare of students is of paramount importance for us. We are determined to develop competencies and life skills in our students along with academic excellence.

We endeavor that the students enrolled in our college realize their individual potential and aspire to become better every day.

Government College Lawan ensures that our youth get adequate opportunities to develop their talents and personality integrating life's values.

We prepare the students for employment and entrepreneurship through holistic education, motivation, integration and strengthening academic and leadership skills within the context of civic engagement and lifelong learning.

We provide opportunities for individuals to become integrated personalities who are mentally and physically strong, spiritually mature, intellectually competent and socially sensitive.

We put the best effort out of our resources and abilities that the students passed out from our institution can

create a specific identity for themselves and develop a lifelong desire to learn and to create positive change in the society and contribute to the economic and social development of the nation.

Government College Lawan has taken distinctive measures for the welfare of students. The major ones are as follows-

1. **Digital Literacy and Awareness-** We attempt to give thrust on ICT enabled enhancement of learning opportunities to accelerate the outreach, improve quality and promote equity by facilitating access to the best educational resources for learners and teachers.

The students enrolled in our institution come from rural backgrounds. They have very limited or no exposure to computers and laptops. We train our students to open email accounts, set secure passwords, and safety precautions while creating passwords and privacy issues.

The students are made familiar with the cloud storage facilities such as google drive, and one drive, dropbox and others, their applications and implications, the benefits of Digi Locker and other amenities of Digital India.

We aspire to transform the future generation into a digitally empowered society and knowledge economy.

The students are asked to register in the National Academic Depository.

The ICT cell of the college provides the computer systems and assists in the technical aspects.

They are driven to learn basic operations of MS Office like document creation, power point presentations and worksheet calculations.

The college endeavours that our students participate in online spaces and online services and attain digital fluency alongside digital literacy and awareness.

Citizen duties – The college students who are eligible to vote are asked to apply for the Electoral Photo Identity Card.

The SVEEP plan is widely popularized among freshly admitted students.

During the elections, specific activities are organized to increase voter participation.

Communication Skills Development – The native language of most of the students is Chhattisgarhi. They feel comfortable speaking in Chhattisgarhi but their grasp of Hindi is weaker. They tend to make grammatical and pronunciation mistakes. Most of the students stammer or hesitate to speak in English. To overcome these language and semantic barriers the college has organised workshops and students are constantly motivated to read Hindi and English newspapers. To extend the access of the newspapers a reading stand has been installed in the college entrance so that every student entering the college building can have an eye upon them.

Exercise and tasks are given by language teachers to the students in a regular routine.

Road Safety – The college is situated near NH 130 B. The road to college generally has heavy traffic of heavy loaded transport vehicles. To ensure students' safety, awareness is created by means of Posters, Street plays to abide by the road safety protocols. The students are asked to keep driving licenses, drive insured vehicles and to wear helmets compulsorily.

Those students who do not have a driving license or helped to register online for the learning license.

During admission, the students are asked to fill a form regarding details of their vehicle registration and an undertaking to obey the road safety and traffic rules.

The different road symbols are displayed in the college notice board**.**

Help Desk – The Help Desk of the college is very active in all working days as well as in the holidays. The details and the support provided by the help desk is available in the college website and also displayed in the college entrance.

From admission to the examination, library, scholarship, canteen, cycle stand and any other academic or personal grievance of the students is meticulously attended. The students often seek help in matters related to university administration. The help desks dully forward the applications of such students so that they need not to travel to Raipur and follow up is also undertaken.

Counseling and Guidance- The students enroll in colleges at a sensitive age. The college offers personal counselling to the students in matters of any psychological stress. The mental health of students is given utmost priority. Several workshops on Stress Management, Social intelligence and Gatekeeper training on suicide prevention are organised in the collaboration with District Mental Health Programme.

In the COVID period, the faculty members continuously kept in touch with the students and extended support in best of their capacities.

The guidance is provided to the students for career and social perspectives.

The help desks dully forward the applications of such students so that they need not to travel to Raipur and follow up is also undertaken.

Women Help Line – The dignity of women holds very high importance in our institution. The girl students are given special attention in every aspect of the college activities, both scholarly or co-curricular.

The girls have been trained in self defence by the police department in our college.

Along with this, a special team for women related issues – RAKSHA is functional in the district.

The well-being and security of our girl students is very well guarded.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Based on SWOC analysis the main features of our institution's strategy are as follows:-

Government College Lawan has the bright prospects to emerge as a leading higher education institution. We are attempting on augmenting physical and academic infrastructure.

The progression of students is well taken care of and research activities need to be strengthened.

Post COVID-19, the collaborative activities have been again begun, we are eager to learn from premier higher education institutions.

The college is heading towards growth in every passing session.

Concluding Remarks :

It has been around a decade since the establishment of this college and since then we are rising in the number of students, courses offered, infrastructure and outreach. We endeavor to put our sincere efforts in providing a learning experience of the highest possible standards with specific emphasis on academics, ethics, acquisition of skills and employability of students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the documents provided by HEI.
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: {| 2020-21	2019-20	2018-19	2017-18	2016-17	789	680	570	433	329 |} Answer After DVV Verification : {| 2020-21	2019-20	2018-19	2017-18	2016-17	789	680	0570	433	329 |} 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: {| 2020-21	2019-20	2018-19	2017-18	2016-17	1165	1165	1110	975	865 |} Answer After DVV Verification : {| 2020-21	2019-20	2018-19	2017-18	2016-17	1205	1185	1110	975	875 |} Remark : Input edited as per data template provided by HEI.
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

For metric 2.1.1, the tables are reproduced below:

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
789	680	570	433	329

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
789	680	0570	433	329

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1165	1165	1110	975	865

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1205	1185	1110	975	875

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
781	674	562	429	325

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
769	674	562	429	325

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 18 Answer after DVV Verification: 18

2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	4	3

2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
210	201	101	91	55

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
215	205	101	93	55

3.3.2

Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

Remark : Input edited as per Number of research papers in the Journals notified on UGC website during the last five years provided by HEI.

3.4.2

Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	3	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	3	0	0

3.4.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/

YRC etc., year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
52	29	13	29	45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32	28	23	51	21

Remark : HEI not provided any relevant documents related to extension and outstretched program hence input edited as per data template.

4.4.1 | **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22.0262	4.991	9.083	7.3424	4.51

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8.9	1.54	1.07	0.99	1.9

5.1.4 | **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2031	1507	1036	749	1227

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2228	1793	686	1017	826

5.3.1	**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	0	3	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	0	0	0	0

Remark : Input edited as per certificate provided by HEI.

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	30	48	43	73

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
032	30	48	43	73

Remark : Input edited as per documents.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	1	0

Remark : Input edited as per documents provided by HEI.

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2</td><td>2</td><td>1</td><td>1</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>2</td><td>1</td><td>1</td><td>0</td></tr></table> Remark : Input edited as per documents provided by HEI.
6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>42000</td><td>34700</td><td>0</td><td>56000</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0.42</td><td>0.34</td><td>0</td><td>0.56</td><td>0</td></tr></table>
7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant**

	3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as per any two of the above may be considered as per supporting documents.
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as per Geo tag photos has not satisfy the metric.
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited as per documents provided by HEI.
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as per documents provided by HEI.
7.1.7	**The Institution has disabled-friendly, barrier free environment**

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per documents provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02		04	01	01

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	5	5

ID	Extended Questions
2.3	**Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
215	205	101	93	55

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
215	205	106	93	57

ID	Extended Questions
3.1	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	17	15	14

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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18	18	17	15	14